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ABSTRACT

A 1996-97 national survey of elementary and secondary schools investigated current patterns and shifts in foreign language enrollment, languages and programs offered, teaching methodologies, teacher qualifications and training, and reactions to national reform issues. An introductory section of the survey report offers background information on this and several previous surveys. The second section outlines key questions to be addressed by the present study. A third section is devoted to explanation of the research methodology used and a demographic profile of the sample surveyed. The bulk of the report is devoted to a summary of results, including numerical data, concerning: number of schools teaching foreign languages; interest in offering language instruction; language enrollment; languages taught; program types; grade levels and minutes per week (elementary schools); levels offered and hours per week (secondary schools); class scheduling during the school day; funding sources (elementary schools); schools having curriculum frameworks or guidelines; sources of language curricula; instructional materials; sequencing/articulation; number of language teachers; teacher qualifications; staff development/inservice training; foreign language use in the classroom (secondary schools); schools' characterizations of their programs; assessment; and standards for language learning. A concluding section contains a discussion of findings. The questionnaires are appended. Contains 9 references. (MSE)

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Foreign Language Instruction in the United States

A National Survey of Elementary and Secondary Schools

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A National Survey of Elementary and Secondary Schools

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A National Survey of Elementary and Secondary Schools

Nancy C. Rhodes and Lucinda E. Branaman
Center for Applied Linguistics

A joint publication of the Center for Applied Linguistics and Delta Systems Co., Inc.
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NCR and LEB

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Introduction

Foreign language education in the United States is receiving renewed attention at the national, state, and local levels. Foreign languages are recognized as part of the core curriculum in the Goals 2000: Educate America Act (1994) and as "crucial to our Nation's economic competitiveness and national security" in the Improving America's Schools Act (1994). With this legislation, which led to the development and release of the national *Standards for Foreign Language Learning* (National Standards for Foreign Language Education Project, 1996) and to the institution of foreign language requirements in many states, there has been increased interest in tracking the prevalence and types of foreign language teaching in the United States. In 1997, the Center for Applied Linguistics (CAL) conducted a survey to do just that.

Through funding from the U.S. Department of Education, CAL conducted a survey of elementary and secondary schools during the 1996-97 school year to gather information on current patterns and shifts in enrollment, languages and programs offered, teaching methodologies, teacher qualifications and training, and reactions to national reform issues. The survey was designed to replicate CAL's 1986-87 survey in an effort to show trends over the 10-year period. Questionnaires were sent to a randomly selected sample of principals at approximately 6% of public and private elementary and secondary schools in the United States. The results showed positive trends—an increase in foreign language teaching at the elementary school level and increased staff development at all levels—as well as trends that are cause for concern—a lack of highly trained teachers, especially at the elementary school level, and a decrease in the number of schools offering long-sequence K-12 programs aimed at high levels of proficiency.

Background

The results of CAL's survey are intended to be used in tandem with other available national data on foreign language teaching. There is no systematic, centralized plan at the federal level for gathering foreign language data of this type, but various organizations have compiled data that can be used to track foreign language enrollments and instruction. Four noteworthy surveys are those conducted by the American Council on the Teaching of Foreign Languages, the Modern Language Association, the Joint National Committee for Languages and the National Council for Languages and International Studies, and the International Association for the Evaluation of Educational Achievement.

American Council on the Teaching of Foreign Languages (ACTFL)

ACTFL regularly surveys states to gather data on foreign language education. In the fall of 1994, with funding from the U.S. Department of Education, ACTFL surveyed state officials to gather foreign language enrollment information for secondary schools (Grades 7-12), as well as for elementary schools where available. (See Draper & Hicks, 1996.) From the 48 responding states at the secondary school level, the ACTFL survey found a 4% increase in the total number of public secondary students enrolled in foreign languages from 1990 to 1994, representing an increase of more than 1 million students. They also found Spanish to be the most commonly taught language at that level, accounting for 65% of enrollments, followed by French (22%), German (6%), and Latin (2%). Italian, Japanese, and Russian each represented less than 1% of public secondary school foreign language enrollments. Japanese had the fastest growing enrollments from 1990 to 1994, nearly doubling from 25,123 to 42,290. Enrollments in French, German, and Russian remained fairly steady over the 4-year period. From 24 responding states at the elementary level, ACTFL found that 5% of students in Grades K–6 were enrolled in non-exploratory foreign language classes.

Modern Language Association (MLA)

MLA regularly surveys U.S. institutions of higher education regarding foreign language enrollments. In the fall of 1995, with funding from the U.S. Department of Education, they surveyed 2,772 two- and four-year colleges and universities, with a 98% overall response rate. (See Brod & Huber, 1997.) Eighty-nine percent (89%) of the respondents reported registrations in at least one language other than English. Although the survey results indicate that foreign language enrollments decreased slightly (by 4%) from 1990 to 1995, enrollments are still higher in the 1990s than at any time during the previous 35 years.

Of the total foreign language enrollment in U.S. higher education institutions in 1995, Spanish represented over half (53%), followed by French (18%), German (9%), Japanese (4%), Italian (4%), Chinese (2%), Latin (2%), Russian (2%), and other less commonly taught languages (2%, with 124 languages represented, from Afrikaans to Zulu). Ancient Greek, Arabic, Hebrew, and Portuguese each represented less than 2% of the total enrollment.

From 1990 to 1995, the MLA survey showed increases in foreign language enrollments in several languages: Chinese (up 36%), Arabic (up 28%), Spanish (up 14%), Portuguese (up 5%), and Hebrew (up 1%). There was also a substantial increase (42%) in enrollments in other less commonly taught languages, with American Sign Language, Korean, Vietnamese, and Hawaiian accounting for most of the increase. In contrast, there were substantial decreases in enrollments in the following languages: Russian (down 45%), German (down 28%), French (down 25%), Italian (down 12%), and Latin (down 8%). There were smaller decreases in Japanese (2%) and Ancient Greek (1%).

Joint National Committee for Languages and National Council for Languages and International Studies (JNCL/NCLIS)

In 1996-1997, JNCL/NCLIS surveyed state foreign language association presidents and state foreign language supervisors about issues affecting foreign language teachers. (See Lucke, 1997.) Forty out of fifty states responded. The survey found that most states were affected by teacher shortages, which are thought to be caused in part by increasing student enrollments in foreign languages at all school levels. Despite higher enrollments, few schools, regardless of level, have foreign language requirements. The largest teacher shortages are in Spanish and Japanese, followed by French, German, Chinese, Arabic, Italian, and Korean. Teacher shortages have also led to the hiring of non-certified teachers in some districts and have made emergency certification procedures common.

However, the JNCL survey found that the majority of all foreign language teachers were certified. Of those that were not, half were emergency certified and the other half were not certified at all.

International Association for the Evaluation of Educational Achievement (IEA)

A recent study conducted by the International Association for the Evaluation of Educational Achievement (IEA) compared language teaching and policy data collected from 25 countries. (See Dickson & Cumming, Eds., 1996.) Looking at the starting age of instruction and the total number of years spent in instruction for the four most commonly taught languages (English, French, German, and Spanish), the study found that, in general, students in almost all other countries surveyed begin foreign language instruction earlier and continue it for a longer sequence than do students in the United States. Results show that most U.S. students begin studying French, German, or Spanish at age 14 and continue for a maximum of 4 years. All but 2 of the 25 countries surveyed (England and the United States) reported that a considerable percentage of their student population was learning English as a foreign language, followed by French (16 countries) and German (14 countries). English was being taught as early as age 6 in some countries, and the other languages as early as age 8. Most of the countries were offering these languages for a long sequence (5 to 13 years).

In the United States, Spanish has become the most commonly taught foreign language at all school levels. Only four of the other countries surveyed were teaching Spanish as a foreign language to a large student population, and students began studying Spanish at a later age than other languages and continued for fewer years.

The above surveys and findings, along with the results of a survey conducted by CAL in 1987 (Rhodes & Oxford, 1988), were taken into account when revising the questions for CAL's 1997 survey. By providing comparison data on foreign language instruction in U.S. elementary and secondary schools for 1987 and 1997, along with new data on foreign language enrollments, assessment, and reform efforts, CAL's 1997 survey results complement and enhance the field's existing base of knowledge regarding foreign language instruction and enrollments in the United States.

Key Questions

CAL's survey was conducted to assess the status of foreign language instruction in our nation's elementary and secondary schools. Survey questions fell into the following five areas: amount of foreign language instruction, languages and types of programs offered, foreign language curriculum, teacher qualifications and training, and major issues in the field.

Questions in the 1997 survey replicated those in the 1987 survey, with three additions. First, in response to suggestions from educators, policymakers, and the media, data were gathered on specific numbers of students enrolled in language classes instead of just percentages. Second, a question was added concerning classroom assessment measures. Accountability for student progress has become a major issue in all areas of education, including foreign language, so it was deemed important to collect data on measures being used to assess students' proficiency. Third, a question was added concerning the response of the school or school district to foreign language education reform, most notably to national and state language standards.

The 17 research questions in the 5 key areas follow. (See Appendixes A, B, C, and D for the actual elementary and secondary questionnaires.) Questions marked with an asterisk (*) were new or revised for the 1997 survey.

Amount of Foreign Language Instruction

1. Do the schools have foreign language instruction?
2. If schools do not currently have foreign language instruction, would they be interested in starting a program?
3.* How many students are enrolled in foreign language classes (by language)?

Languages and Types of Programs Offered

4. What languages are taught?
5. What types of programs are most common?
6. What levels are offered for each language and how many hours per week do the classes meet?
7. When are the classes taught (during school day or before/after)? (Elementary schools only)
8. What is the funding source for the classes? (Elementary schools only)

Foreign Language Curriculum

9. Is there an established foreign language curriculum?
10. What type of instructional materials are used?
11. How much is the foreign language used in the classroom? (Secondary schools only)
12.* How are students' language abilities assessed?
13. What type of sequencing, if any, is planned for the continuation of language study from elementary through secondary school?

Teacher Qualifications and Training

14. What are the qualifications of the teachers?
15. Did teachers participate in in-service training or staff development last year? If so, in what kind?

Major Issues

16. What are the major issues facing the foreign language education field?
17.* How has your school or district responded to foreign language educational reform (national and state standards)?

Methodology

This section provides an overview of the methods used in the survey, including questionnaire development, sampling and weighting procedures, and data collection and analysis. A demographic profile of the schools that participated in the survey is also provided.

Questionnaire Development

Two separate but similar questionnaires were developed for elementary and secondary schools, with variations in item wording to reflect the two different levels of instruction (see Appendixes A, B, C, and D). Whenever possible, individual survey items were worded identically to those used in the 1987 foreign language survey in order to enhance the likelihood of comparable results. Some items were changed, however, in order to collect more accurate and meaningful data. Changes were based on suggestions from foreign language specialists and members of key organizations who reviewed drafts of the survey. Also, at the suggestion of these reviewers, three new questions were added, and a question that did not result in useful responses in 1987 was deleted. Reviewers represented the American Association of Teachers of German (AATG), the American Council on the Teaching of Foreign Languages (ACTFL), the Joint National Committee for Languages (JNCL), the Modern Language Association (MLA), the National Association of District Supervisors of Foreign Languages (NADSFL), the National Council of State Supervisors of Foreign Languages (NCSSFL), the National K–12 Foreign Language Resource Center at Iowa State University, the National Standards in Foreign Language Education Project, and the National Network for Early Language Learning (NNELL).

Content validity of the survey items was assured through several survey reviews, including a formal clinical trial in June 1996 involving elementary and secondary principals, experienced teachers, and district foreign language coordinators. These pretests of the questionnaires ensured the clarity, appropriateness, and utility of each item.

The instruments themselves were professionally designed for ease of response, with wide margins, easy-to-read type, and space for computer coding. For the most part, close-ended questions (with pre-coded response options) were used, as in the previous survey, although space was provided for open-ended comments on some items.

Sampling and Weighting Procedures

Respondent Selection

The schools in the sample were selected through a stratified random sample from a list of public and private U.S. elementary and secondary schools provided by Market Data Retrieval, an educational database firm. A total of 68,286 schools were in the elementary school sampling frame and 33,822 schools in the secondary school sampling frame. A sample of 2,932 elementary schools (4%) and 2,801 secondary schools (8%) were selected to participate in the 1997 foreign language survey.

Sample Stratification

The strata included school level (elementary, middle/junior high school, high school, combined), school type (public/private), metro status (rural, suburban, urban), and school size (small, medium, large, and largest [for secondary schools only]). Market Data Retrieval selected the sample based on the specifications described below.

The main purpose of the survey was to obtain national estimates for elementary and secondary schools. A secondary goal was to produce estimates for each state. According to survey designers and sampling experts, it is a challenge to design a sampling plan that will produce results with high reliability at both national and state levels. Because there was a strong desire from the foreign language profession to obtain estimates at both levels, the survey design team developed the following procedures to assure that both types of data would be obtained. The procedures were altered slightly from a decade ago in an attempt to obtain more accurate results.

Each sample frame was sorted by state. A simple random sample was drawn to select approximately 60 schools per state. (See Appendix E for the exact number of schools selected in each state). The mail-out figure of 60 schools per state for each sampling frame (i.e., elementary and secondary) was selected so that all inferences at the state level by school type would have a margin of error of +/-15% at the 90% confidence level (assuming at least a 50% response rate). Smaller mail-out sizes were sufficient in some smaller states to obtain the same estimate precision after taking into account the small number of schools in the strata and the finite population correction factor.

For the national estimates, the statistical precision of the results was greater. Using the 95% confidence level, the margin of error was +/-3.60% at the elementary level and +/-3.06% at the secondary level.

Weighting for National Estimates

The sampling procedure described above selected a disproportionate number of schools in smaller states. In order to be able to describe the population of elementary schools and secondary schools at the national level, the data needed to be weighted. The data were weighted according to the following formula in order to reflect the actual distribution within each state and across the country.

$$\frac{\text{Target Population \%}}{\text{Sample Population \%}}$$

The target population percentage in this case was the stratification variable state. A different weight was attached to each respondent, depending on their state. For example, California elementary schools represented .012386 of the questionnaire returns among all elementary schools. However, California accounts for .104964 of all elementary schools in the United States. Therefore, using the formula above, the sample weight for all California elementary schools was calculated to be 8.474439, as follows:

$$.104964 / .012386 = 8.4744$$

Adjustment of Simple Random Sample Standard Errors

The 1997 sample design calls for weights to adjust for disproportionate sampling of schools within states. The weights are a component of the data's variability. Design effect, or DEFT, is the effect on variance due to disproportionate sampling. In 1997, weights were constructed to account for state stratification. The DEFTs for 1997 are provided in Table 1. The DEFTs for 1987 are separated by school type, because the 1987 sample plan stratified by school type (private/public) in addition to state. The standard error is computed as the standard error under a simple random sample multiplied by its DEFT. For example, if the simple random sample standard error for a given response from elementary schools is 1%, the adjusted standard error is (1%)(1.53) = 1.53.

Table 1. **Design Effect Weightings (DEFT)**

Year	*Type of Estimate*	*Elementary Sample*	*Secondary Sample*
1987	Overall	1.45	1.27
	Public	1.32	1.24
	Private	1.40	1.22
1997	Overall	1.53	1.32

Limitations of National and State Estimates

The survey design and response rate ensured reliable estimates at the national level, although there are always limitations that need to be addressed. In this case, factors that may have affected the results include a possible non-response bias (the chance that schools that did not teach foreign language were less likely to respond to the survey) and possible changes that might have occurred in the population since the sample was taken. A notable limitation of the state-level estimates was that they were based on very small samples. For most states, the sample size was too small to produce sample estimates with acceptable reliability (sampling error). Since the survey design was not meant to provide highly accurate state-by-state results, the best use of the survey data is for national estimates. The aggregate results are much more accurate than the state estimates.

Data Collection Procedures

The elementary and secondary school foreign language survey was conducted by the Center for Applied Linguistics (CAL) from October 1996 to January 1997. This time frame parallels that of the 1987 survey, which was conducted during the 1986-87 school year. Questionnaires were sent to 2,932 elementary schools and 2,801 secondary schools. Questionnaires were completed by school principals, foreign language chairpersons, and language teachers in 1,534 elementary schools and 1,650 secondary schools, resulting in overall response rates of 52.3% for elementary schools and 58.9% for secondary schools (see Table 2). The respondents represented public and private schools, ranging from preschool through Grade 12, throughout the 50 states and the District of Columbia.

Table 2. **Return Rate on Questionnaires**

Stage	*Elementary Questionnaire*	*Secondary Questionnaire*	*Total*
Initial Mailing	2,932	2,801	5,733
Returned unopened or not reachable	5	5	10
Questionnaires received too late to use	3	2	5
Duplicate questionnaires received	30	29	59
First return	1,058 (36.1%)	1,209 (43.2%)	2,267 (39.5%)
Second return (reminder)	1,501 (51%)	1,608 (57.4%)	3,109 (54.2%)
Total return (including phone follow-up)	1,534 (52.3%)	1,650 (58.9%)	3,184 (55.5%)

Each selected school principal was mailed an advance letter on October 1, 1996, explaining the significance of the survey that they would soon be receiving. The questionnaires were mailed the next week with a cover letter restating the purpose of the survey, accompanied by a small incentive to respond (a colorful magnet with multi-cultural children holding up a sign that says "Languages Last a Lifetime!"). A postage-paid envelope was included for responses. The principal, foreign language chairperson, or language teacher was asked to respond within 3 weeks. Any school that had not returned the questionnaire within that time was mailed a second questionnaire on November 6, 1996. Many of those who had not responded 3 weeks after the second mailing received a follow-up telephone call. CAL staff contacted approximately 75 schools that had not returned the survey and got the responses over the telephone or sent additional copies of the survey for completion.

Data Analysis Procedures

CAL and Market Facts, Inc., a national survey research firm of McLean, Virginia, and Chicago, Illinois, conducted the data processing and analysis of the study. CAL staff edited each returned survey for consistency and response errors (including non-response) and contacted 400 schools by telephone for missing information or clarification. Market Facts conducted the data entry and data processing. Data tabulations were produced using Quantum, a computer tabulation software program.

Data from 1987 and 1997 surveys were analyzed for significant increases or decreases over time. Tests for statistical significance, often referred to as a t-test for means and proportions, were conducted by Market Facts, Inc. Tests were calculated using the weighted data with a p value of < .05. The formula for tests of significance took into account the Design Effect, or DEFT, which is the effect on variance due to disproportionate sampling. (See Appendix F for formula used to calculate statistical significance for differences in proportions.)

Demographic Profile of Sample

Elementary Schools

As in 1987, the elementary schools that responded to the 1997 study included schools with a range of grade combinations from preschool through Grade 8. (For this survey, those schools that began with preschool were combined with the schools that began with kindergarten to be coded as kindergarten). Thirty percent of the schools included grades from kindergarten or first grade through Grade 5; 27% included kindergarten or first grade through Grade 8; 26% percent included kindergarten or first grade through Grade 6; 13% included kindergarten or first grade through Grade 3; 2% included only Grades 4 through 6; and 1% included grade combinations that fell outside the above categories. See Table 3 for the full list of types of elementary schools responding to the surveys.

The average elementary school responding to the survey in 1997 had 406 students enrolled. In 1987, the average number was only slightly lower at 394. The questionnaires in both 1987 and 1997 listed categories with an enrollment range for respondents to check. Mean numbers were computed based on the midpoint of each category. (Note: The questionnaire categories for number of students changed somewhat between 1987 and 1997.)

Table 3. **Elementary School Grade Levels**

Grade Level	*1987 (%)*	*1997 (%)*
K/1 - 3	5	13
K/1 - 5	18	30
K/1 - 6	29	26
K/1 - 8	20	27
4 - 6		2
Other*	29	1

Note: Based on weighted data; totals may add up to more or less than 100% because of rounding.

**Other grade levels for 1987 included any responses greater than K/1-8, combined schools, and other combinations not included above (such as preschool through Grade 3, Grades 1-4, etc.). For 1997, the responses greater than K/1-8 and combined schools were included in the K/1-8 category.*

Secondary Schools

As in 1987, secondary schools that responded to the study varied in terms of grade levels included in their school. Forty-two percent (42%) included Grades 9 through 12; 24% included Grades 5 through 8; 12% included Grades 7 through 12; 8% included Grades 7 through 8; 6% included Grades K through 12; 4% included Grades 10 through 12; 3% included Grades 7 through 9; 1% included Grades 5 through 7; and 1% included other categories not listed. Other included a mixture of Grades 9-10, 5-12, 3-11, 11 only, 6 only, 9 only, 12 only, and ungraded. (See Table 4 for the full list of types of secondary schools responding to the surveys.)

In 1997, the average secondary school responding to the survey had 716 students enrolled. In 1987, the average number was somewhat lower, at 671. (Note: The questionnaire categories for number of students changed somewhat between 1987 and 1997.)

Table 4. **Secondary School Grade Levels**

Grade Level	*1987 (%)*	*1997 (%)*
5 - 7		1
5 - 8		24
7 - 8	10	8
7 - 9	6	3
7 - 12	13	12
9 - 12	41	42
10 - 12	6	4
K - 12		6
Other*	23	1

Note: Based on weighted data; totals may add up to more or less than 100% because of rounding.

**Other grade levels for 1987 included Grades 5-7, 5-8, 8-9, and other combined schools, including K-12; note that in 1997 Grades 5-7, 5-8, and K-12 were assigned to separate categories.*

Additional Demographic Characteristics

Tables 5 and 6 contain other demographic characteristics of the 1987 and 1997 responding samples, including the number of public and private schools, as well as the number of rural, suburban, and urban schools, in total and by school type.

Table 5. **Demographic Profile of Responding Elementary Schools**

METRO STATUS			*SCHOOL TYPE*		*PUBLIC SCHOOL*			*PRIVATE SCHOOL*			*TOTAL*
Rural	*Sub.*	*Urb.*	*Pub.*	*Priv.*	*Rural*	*Sub.*	*Urb.*	*Rural*	*Sub.*	*Urb.*	
1987:											
617	373	359	940	470	473	241	192	144	132	167	1416
1997:											
810	309	399	1188	342	692	227	257	115	82	141	1534

Note: Table includes unweighted numbers

Table 6. **Demographic Profile of Responding Secondary Schools**

METRO STATUS			*SCHOOL TYPE*		*PUBLIC SCHOOL*			*PRIVATE SCHOOL*			*TOTAL*
Rural	*Sub.*	*Urb.*	*Pub.*	*Priv.*	*Rural*	*Sub.*	*Urb.*	*Rural*	*Sub.*	*Urb.*	
1987:											
647	342	291	1033	306	549	267	180	98	75	111	1349
1997:											
965	347	323	1430	215	873	298	246	89	48	76	1650

Note: Table includes unweighted numbers

Results

Whether Schools Teach Foreign Languages

Elementary Schools

In the past decade, the incidence of foreign language instruction in elementary schools nationwide increased by nearly 10% (see Figure 1). In 1987, just over one in five (22%) elementary schools reported teaching foreign languages; by 1997 the number had risen to almost one in three (31%), a statistically significant increase.

As was true in 1987, foreign language instruction is more common in private elementary schools than in public elementary schools. However, the inclusion of foreign language instruction in the school curriculum has increased significantly in both private and public elementary schools over the past 10 years. In 1997, 24% of public elementary schools reported teaching foreign language compared to 17% in 1987, a statistically significant increase. Private elementary schools have experienced an even greater increase; 53% of private schools in 1997 were teaching foreign languages compared to only 34% in 1987.

The amount of foreign language instruction varies according to location. More foreign language instruction takes place in suburban schools, both public and private. Twenty-seven percent of suburban public schools teach foreign languages, 25% of urban public schools, and 22% of rural public schools. Similarly, 65% of suburban private schools teach foreign languages, 53% of urban private schools, and 41% of rural private schools. There is almost no variation according to the size of the school.

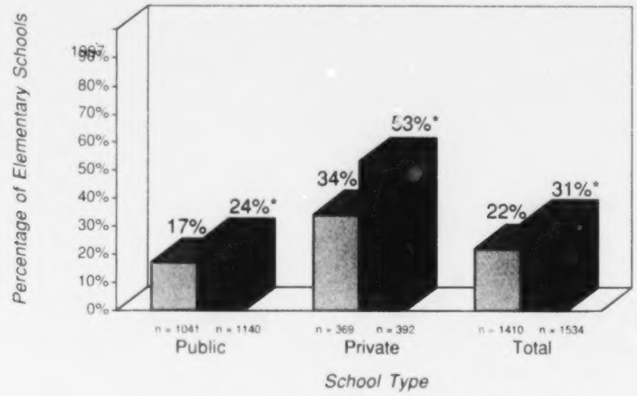
The amount of language instruction in elementary schools does vary across geographical regions. The regional results were compiled according to foreign language conference regions[1] in order to assist the profession in planning regional initiatives. Ranging from highest to lowest, the percentages of elementary schools teaching languages in each region are as follows: Southern Conference on Language Teaching (39%), Northeast Conference on the Teaching of Foreign Languages (38.5%), Southwest Conference on Language Teaching (37%), Central States Conference on the Teaching of Foreign Languages (25%), and the Pacific Northwest Council for Languages (23.5%).

Secondary Schools

In contrast to the increase in language instruction in elementary schools during this period, the percentage of secondary schools teaching foreign language remained fairly stable—87% in 1987 and 86% in 1997 (see Figure 2). At the secondary school level, there were no statistically significant differences between 1987 and 1997 in the frequency of foreign language instruction at either public schools (86% in 1987 vs. 85% in 1997) or private schools (93% in 1987 vs. 92% in 1997). When separated by type of school, 75% of the middle school/junior high schools were teaching foreign languages in 1997 (up from 72% in 1987); 90% of the senior high schools were doing so (down from 95% in 1987); and 96% of the combined schools (up from 87% in 1987).[2]

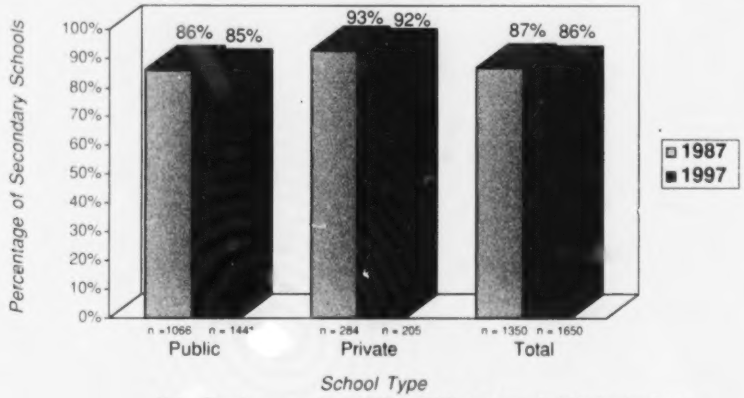
As with elementary schools, the amount of foreign language instruction varies according to location. More foreign language instruction is taking place in suburban schools, both public and private. Eighty-eight percent of the suburban public schools reported teaching

Figure 1. **Elementary Schools Teaching Foreign Languages (Public, Private, Total) (1987 and 1997)**



* *Indicates a statistically significant increase from 1987 to 1997.*

Figure 2. **Secondary Schools Teaching Foreign Languages (Public, Private, Total) (1987 and 1997)**



Note: The decreases from 1987 to 1997 were not statistically significant.

foreign languages, 85% of the rural public schools, and 81% of the urban public schools. Ninety-six percent of the suburban private schools were teaching foreign languages, 91% of the urban private schools, and 87% of the rural private schools. Of note, there was a direct correlation between school size and amount of foreign language instruction. The largest schools (1,400 or more students) more frequently offered foreign language instruction than large schools (1,000-1,399 students), medium-sized schools (400-999 students), or small schools (fewer than 400 students) (97% largest; 94% large; 88% medium; 77% small).

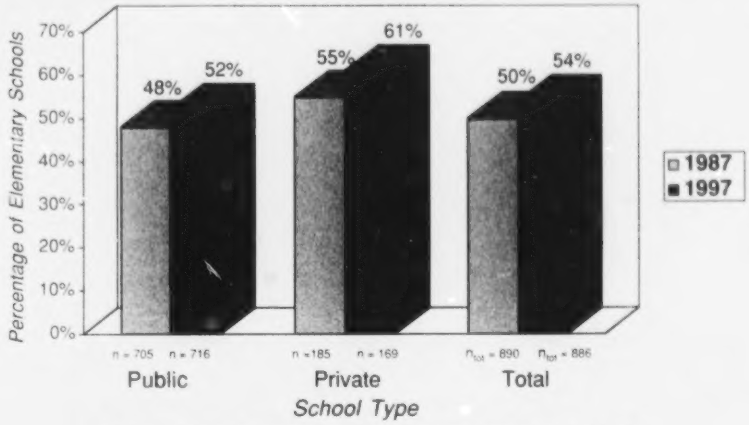
The amount of language instruction in secondary schools also varies across geographical regions, again as delineated by foreign language conference regions. Ranging from highest to lowest, the percentages of schools teaching languages in each region are as follows: Northeast Conference (94%), Southern Conference (88%), Southwest Conference (87%), Central States Conference (86%), and the Pacific Northwest Council (72%).

Interest in Offering Foreign Language Instruction

Of those elementary schools surveyed that did not teach foreign languages, 54% reported that they would be interested in starting foreign language instruction at their school. This was a 4% increase from 1987. This increased interest was evident in both public schools (52%, up from 48% in 1987) and private schools (61%, up from 55% in 1987). (See Figure 3.)

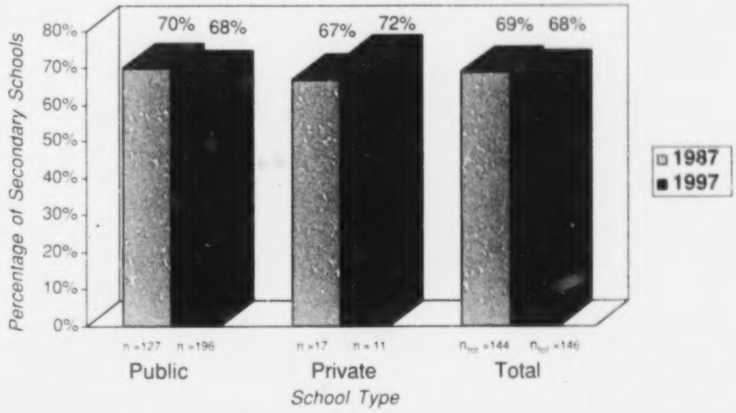
As shown in Figure 4, 68% of the secondary schools not currently teaching foreign languages said they would like to have such instruction in their schools (a 1% decrease from a decade ago). There were, however, differences between school levels—there was more interest in middle school and junior high than high school. As was the case in 1987, middle schools and junior high schools that did not teach foreign language reported a strong

Figure 3. Elementary Schools Not Currently Teaching Foreign Languages but Interested in Offering Them (Public, Private, Total) (1987 and 1997)



Note: No statistical significance tests were conducted on these data.

Figure 4. Secondary Schools Not Currently Teaching Foreign Languages but Interested in Offering Them (Public, Private, Total) (1987 and 1997)



Note: No statistical significance tests were conducted on these data.

desire to begin doing so (77% in 1997; 76% in 1987). In contrast, only 50% of the high schools not currently teaching foreign languages said that they were interested in offering language instruction, although this was an increase from 39% in 1987. There was a 2% decrease in overall public secondary school interest (from 70% to 68%) and a 5% increase in private school interest (from 67% to 72%).

Student Enrollment in Foreign Language Classes

In 1997, over 4 million elementary school students[3] (out of 27.1 million) were enrolled in foreign language classes across the country. Over 2.5 million of them were in public schools; 1.5 million were in private schools. (Comparable data were not collected in 1987.) As was the case in 1987, those schools that were offering language instruction did not necessarily offer it to all students in the school. The public elementary schools reported providing foreign language instruction for approximately half of their students. Private elementary schools were providing foreign language instruction to about three quarters of their students.

At the secondary school level, nearly 12 million students were studying foreign languages in 1997. At the middle school/junior high level, about 3 million students (out of 8.2 million) were studying foreign languages. Over 7 million high school students (out of 13.5 million) were studying foreign languages. In addition, there were about 1.5 million students studying foreign language in combined junior/senior high schools. Private enrollments represented 12% of the secondary school totals. Those students studying languages represented over half the students in a school (51% at public schools and 78% at private schools).

Languages Taught

Elementary Schools

Spanish and French continue to be the most common languages offered in elementary schools. Spanish has become increasingly popular. In 1987, 68% of the elementary schools teaching a language reported teaching Spanish. This increased to 79% in 1997, a statistically significant increase. In contrast, French instruction has become less common—41% of the elementary schools offering foreign language instruction taught French in 1987 versus 27% in 1997, a statistically significant decrease. In fact, offerings in all but four of the other languages listed in Table 7 remained stable or decreased during the 10-year period. The four in addition to Spanish that showed an increase were Spanish for Spanish Speakers (from 1% to 8%), Japanese (from 0% to 3%), Italian (from 0% to 2%), and Sign Language (from less than 1% to 2%).

The following languages are taught by 5% or fewer of the elementary schools that offer foreign language instruction: German (5%), Japanese (3%), Latin (3%), Hebrew (2%), Italian (2%), Sign Language (2%), Native American Languages (1%), Russian (1%), and Greek (1%). From 1987 to 1997, Latin instruction decreased from 12% to 3% of the schools that teach foreign language, a statistically significant decrease. (See Figure 5 for a complete breakdown of languages taught in elementary schools.) Japanese instruction is a notable exception to the decreasing trend. In 1987, no elementary schools reported teaching Japanese; in 1997, 3% of elementary schools with a foreign language program reported teaching Japanese—a statistically significant increase.

Table 7. Languages Taught in Elementary Schools, 1987 and 1997 (in percentages)

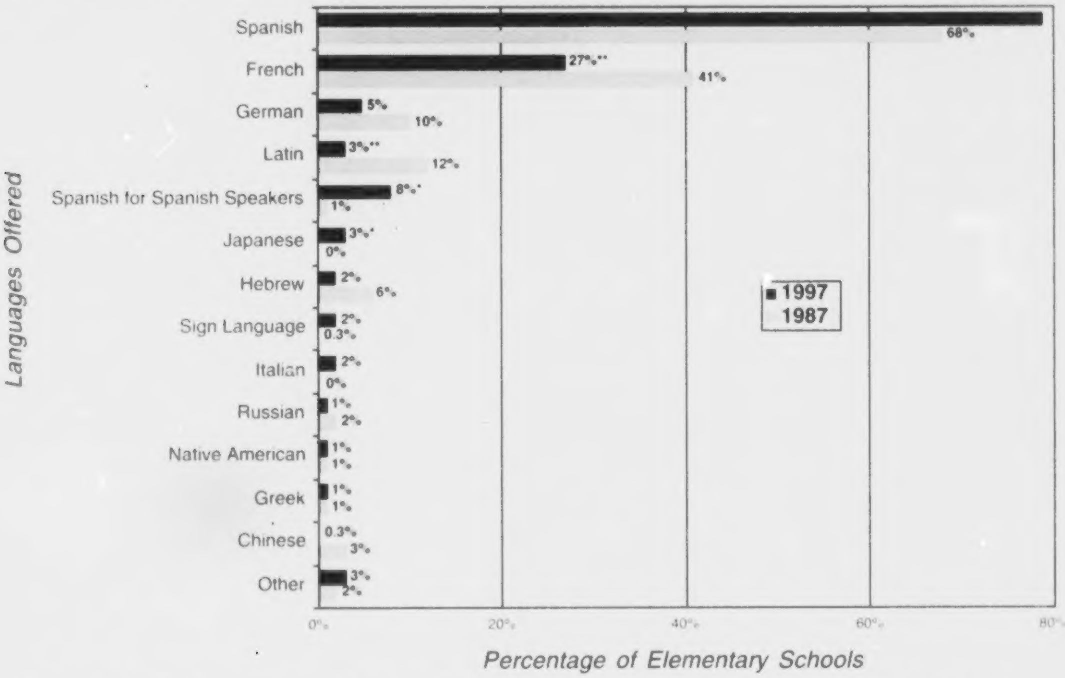
LANGUAGE	*1987 Total*	*1997 Total*	*1997 Public*	*1997 Private*
Spanish	68	79	80	77
French	41	27	27	27
German	10	5	7	2
Japanese		3	2	6
Latin	12	3	1	6
Hebrew	6	2	-	4
Italian		2	1	3
Sign Language	<1	2	3	1
Native American Languages*	1	1	1	-
Russian	2	1	1	-
Greek	1	1	-	1
Chinese	3	.3	1	-
"Learning about languages"		.3	1	-
Hawaiian		.2	.3	-
Yagui		.1	.2	-
Kutenai		.1	.1	-
Arabic		<.1	-	.1
Dutch		<.1	-	.1
Filipino		<.1	.1	-
Micronesian		<.1	.1	-
Polish		<.1	-	.1
Swedish		<.1	-	.1
LANGUAGES FOR NATIVE SPEAKERS	*1987 Total*	*1997 Total*	*1997 Public*	*1997 Private*
Spanish for Spanish speakers	1	8	13	3
Chinese for Chinese speakers		.3	1	-
Cherokee for Cherokee spkrs.		.2	.3	-
French for French speakers		.2	.3	-
Russian for Russian speakers		.2	.3	-
Tewa for Tewa speakers		.1	.2	-
Korean for Korean speakers		<.1	-	.1

Note: Totals add up to more than 100% because respondents could check more than one language.
**Native American Languages listed by respondents included Arapaho, Athabascan, Cherokee, Hidatsa, Navajo, Seminole, and an unspecified "American Indian language."*

In addition, Spanish for Spanish speakers was taught in 1997 by 8% of the schools teaching languages as opposed to only 1% in 1987, a statistically significant increase. This increase may be due to the increasing number of native Spanish speakers in the schools and the heightened awareness of the importance of helping children achieve or maintain bilingualism by offering instruction in their mother tongue. (It should be noted, however, that Spanish for Spanish speakers was specifically listed on the questionnaire in 1997, whereas in 1987 respondents had to write it in under *other.* This questionnaire change may account for some of the increase over this time period.) Other languages where small increases were evident were Italian and Sign Language, where instruction increased from less than 1% to 2% in the last decade.

Other language classes offered by fewer than 1% of the schools teaching languages include Chinese, Chinese for Chinese speakers, "Learning about Languages," Hawaiian, Cherokee for Cherokee speakers, French for French speakers, Russian for Russian speakers, Yagui, Kutenai, Tewa for Tewa speakers, Arabic, Dutch, Filipino, Micronesian, Polish, Swedish, and Korean for Korean speakers.

Figure 5. **Foreign Languages Offered by Elementary Schools With Foreign Language Programs (1987 and 1997)**



** Indicates a statistically significant increase from 1987 to 1997. ** Indicates a statistically significant decrease from 1987 to 1997*

There was little difference in the languages offered in public elementary schools compared to private elementary schools, with the exception of German, Spanish for Spanish speakers, Hebrew, Japanese, Latin, and Greek. German and Spanish for Spanish speakers were more commonly taught in public elementary schools, while Hebrew, Japanese, Latin, and Greek were more commonly taught in private elementary schools.

On a regional basis, Spanish was taught in approximately three quarters or more of the schools in all five language conference regions. French was taught most frequently in the northeastern, southern, and central regions; Spanish for Spanish speakers was taught most frequently in the southwestern and Pacific northwest regions; German was taught most in the central region; Japanese in the Pacific northwest region; and Latin in southern, northeastern, and central regions. (See Table 8.)

Table 8. **Elementary Schools in Language Conference Regions Teaching Top Six Languages, 1997 (in percentages)**

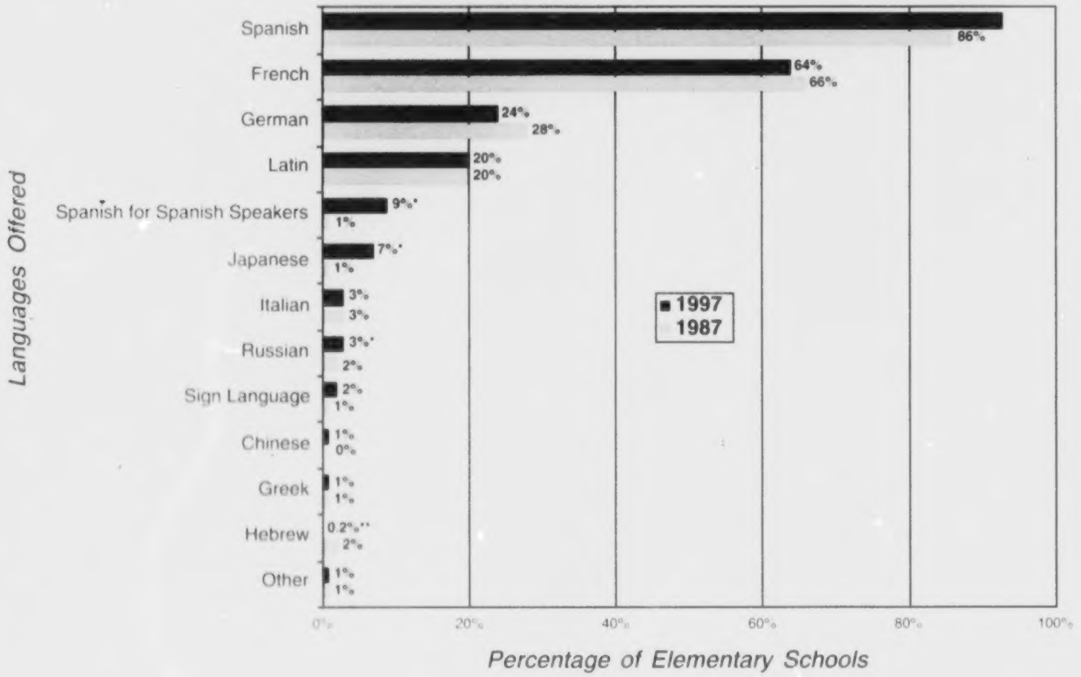
LANGUAGE	*FOREIGN LANGUAGE CONFERENCE REGION*				
	NEC Northeast	*SCOLT South*	*SWCOLT Southwest*	*CSC Central*	*PNCFL Pacific NW*
Spanish	77	74	95	72	89
French	39	35	5	31	6
Spanish for Spanish Speakers	4	9	19	4	15
German	1	2	3	10	5
Japanese	1	1	1	2	18
Latin	4	6	1	3	4

Note: Totals for each region add up to more than 100% because respondents could check more than one language.

Secondary Schools

Spanish instruction also increased significantly at the secondary school level, from 86% of secondary schools with foreign language programs in 1987 to 93% in 1997. Unlike at the elementary level, however, French instruction remained fairly stable over this time period (66% of schools in 1987 and 64% in 1997). With the exception of Spanish for Spanish speakers, Japanese, and Russian, all other languages at the secondary level followed the same trend as at the elementary level, remaining fairly stable or decreasing in frequency. Spanish for Spanish speakers increased to 9%, up from 1% in 1987; Japanese instruction went up to 7% from 1%, and Russian instruction went up to 3% from 2%. These are all significant increases. The teaching of Hebrew decreased significantly, from 2% of the schools that teach foreign languages to .2%. (See Table 9 and Figure 6).

Figure 6. **Foreign Languages Offered by Secondary Schools With Foreign Language Programs (1987 and 1997)**



** Indicates a statistically significant increase from 1987 to 1997. ** Indicates a statistically significant decrease from 1987 to 1997*

Table 9. Languages Taught in Secondary Schools, 1987 and 1997 (in percentages)

	1987	*1997*			*1997*		
LANGUAGE	*Total*	*Total*	*Public*	*Private*	*M.S.*	*High*	*Comb*
Spanish	86	93	92	100	83	99	93
French	66	64	62	71	50	77	52
German	28	24	25	19	10	35	20
Latin	20	20	16	41	6	28	16
Japanese	1	7	7	11	3	11	5
Italian	3	3	3	3	2	4	1
Russian	2	3	3	3	1	5	2
Sign Language	1	2	2	4	.4	3	2
Chinese	<1	1	1	1	.1	2	-
Greek	1	1	-	3	-	1	-
Hebrew	2	.2	.2	1	-	.2	1
Finnish	-	.2	.2	-	-	-	1
Portuguese	<1	.1	.1	.2	-	.2	.2
Tlingit	-	.1	.1	-	-	.1	.3
Native American Languages**	<1	.1	.1	-	.1	-	1
Hawaiian	<1	.1	.1	.1	-	.1	.3
Esperanto	-	.1	-	-	-	-	-
Sanskrit	-	.1	-	-	-	-	-
Arabic	-	-	-	-	-	.1	-
LANGUAGES FOR NATIVE SPEAKERS							
Spanish for Spanish Speakers	<1	9	10	5	10	10	3
Chinese	-	.4	1	-	.2	1	-
French	-	.2	.3	-	.3	.3	-
Polish	-	.2	.2	-	-	.4	-
Navajo	-	.1	.1	-	.3	-	-
French Creole	-	.1	-	-	-	-	-
German	-	.1	-	-	-	-	-
Hawaiian	-	.1	-	-	-	-	-
Hebrew	-	.1	-	-	-	-	-
Japanese	-	.1	-	-	-	-	-
Yupik	-	.1	-	-	-	-	-
Vietnamese	-	.1	-	-	-	-	-
EXPLORATORY PROGRAMS							
Spanish	-	20	21	13	45	3	21
French	-	13	14	8	30	2	14
German	-	5	6	1	11	1	7
General Exploratory+	-	2	2	3	3	2	2
Japanese	-	2	2	.1	4	.4	1
Latin	-	2	2	2	5	.3	2
Russian	-	.4	.4	-	1	-	-
Hispanic Heritage	-	.2	.3	-	-	1	-
Arabic	-	.1	.1	-	.2	-	-
Ojibwa	-	.1	.1	-	-	-	.4
Portuguese	-	.1	.1	-	.3	-	-
Sign Language	-	.1	.1	-	.1	.2	-
Chinese	-	.1	-	-	-	-	-
Swahili	-	.1	-	-	-	-	-
Hawaiian	-	-	-	-	-	-	.1
Italian	-	-	-	-	.1	-	-

Note: Totals add up to more than 100% because respondents could check more than one language.
***Native American Languages listed by respondents included Navajo, Ojibwa, Shoshone, and Ute.*
+The General Exploratory category includes such offerings as Introduction to Language(s), Exploratory Language, Asia Studies, World Language(s), Exploring (New) Languages, Linguistics, Foreign Language Experience (FLEX), English Grammar, 9-week Generalized [Language Instruction], Awareness of Language, and various combinations of languages.

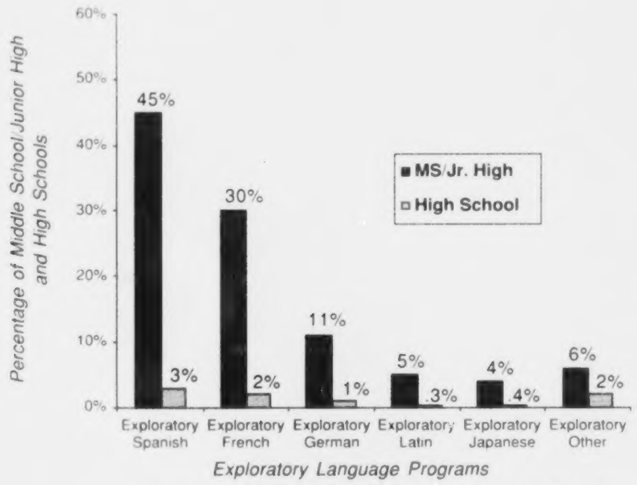
After Spanish and French, the most commonly taught languages in 1997 were German (24%), Latin (20%), Spanish for Spanish speakers (9%), and Japanese (7%). Taught by 3% or fewer of the schools that offer foreign language were Italian (3%), Russian (3%), Sign Language (2%), Chinese (1%), and Greek (1%). Taught by fewer than 1% of the schools were Hebrew, Finnish, Portuguese, Tlingit, Native American Languages (Navajo, Ojibwa, Shoshone, Ute), Hawaiian, Esperanto, Sanskrit, and Arabic.

Four of the six most commonly taught languages in secondary schools (Spanish, French, German, Latin, Spanish for Spanish Speakers, and Japanese) were taught more frequently in private than public schools. German and Spanish for Spanish speakers were the exceptions. German was taught more frequently in public schools (25% vs. 19% of private schools) as was Spanish for Spanish speakers (taught in 10% of public vs. 5% of private secondary schools).

Offering language instruction to native speakers of the languages has become increasingly common in secondary schools. Spanish is most commonly taught (at 9% of schools offering language instruction), while other languages—Chinese, French, Polish, Navajo, French Creole, German, Hawaiian, Hebrew, Japanese, Yupik, and Vietnamese—are taught to native speakers at fewer than 1% of the schools offering language instruction. (See Table 9.)

Programs intended to expose students to a variety of languages and to prepare them for future language study, often called exploratory language classes, were more prevalent in middle schools and junior highs than in high schools. (See Figure 7.) Forty-five percent of the middle and junior high schools offered Spanish exploratory classes, 30% offered French, 11% German, 5% Latin, and 4% Japanese. Other languages offered in exploratory programs by 1% or fewer schools included Russian, Hispanic Heritage, Arabic, Ojibwa, Portuguese, Sign Language, Chinese, Swahili, Hawaiian, and Italian. At the high school level, 3% or fewer of the schools offered exploratory classes in any language.

Figure 7. **Exploratory Foreign Language Programs at Middle Schools/Junior High Schools and High Schools With Foreign Language Programs (1997)**



Note: No statistical significance tests were conducted on these data.

Specific languages offered in secondary schools vary by region. (See Table 10.) Spanish (non-exploratory) is taught in about 90% or more of the secondary schools offering language instruction in all five regions. French is taught more frequently in the northeast (93%) than in the other regions, but it is also offered at more than half of the schools with foreign language programs in the southern (66%) and central (59%) regions and nearly half of the schools in the northwestern (47%) and southwestern (45%) regions. German is taught more frequently in the central, southwestern, and northeastern regions; Latin is taught mainly in the northeastern and southern regions; Spanish for Spanish speakers is taught most frequently in the southwestern and Pacific northwest regions; and Japanese is taught primarily in the Pacific northwest region.

Table 10. **Secondary Schools in Language Conference Regions Teaching Top Six Languages, 1997 (in percentages)**

LANGUAGE	*FOREIGN LANGUAGE CONFERENCE REGIONS*				
	NEC Northeast	*SCOLT South*	*SWCOLT Southwest*	*CSC Central*	*PNCFL Pacific NW*
Spanish	100	89	94	91	95
French	93	66	45	59	47
German	27	14	29	30	15
Latin	36	24	12	14	12
Spanish for Spanish Speakers	6	6	20	4	20
Japanese	5	5	6	5	23

Note: Totals for each region add up to more than 100% because respondents could check more than one language.

Program Types

Elementary Schools

In 1987, of all foreign language programs in elementary schools, almost half (45%) were FLES programs, short for foreign language in the elementary school. Four out of ten (41%) were FLEX programs, short for foreign language experience/exploratory. In 1997, the proportion of program types was nearly reversed. Almost half of programs (45%) were FLEX programs, and one third (34%) were FLES programs. (See Figure 8.) The actual number of program types per school increased during this period. The change in proportions of program types over time could be due to several factors, including (1) new programs choosing the FLEX model, and (2) existing programs changing their format from FLES to FLEX. Possible reasons for the trend toward offering more exploratory programs will be presented in the discussion section.

Immersion programs increased from 2% of the programs in 1987 to 8% in 1997, while intensive FLES programs stayed at about the same level (12% in 1987 and 13% in 1997). (See Table 11 for definitions of program types included with the survey.) It is important to note that the program definitions in the 1997 questionnaires differed slightly from those in the 1987 questionnaires. No statistical significance tests were computed on program types, because the base (total) change in number of program types reported was so high that it would be difficult to compare without variances.

Table 11. Definitions of Program Types (as included in survey)

PROGRAM TYPE A

The goals of this program are for students to gain general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. Portions of this program may be taught in English. (This type of program is often called foreign language experience/exploration, or FLEX.)

PROGRAM TYPE B

The goals of this program are for students to acquire listening and speaking skills, gain an understanding of and appreciation for other cultures, and acquire limited amounts of reading and writing skills. The teacher in this type of program may speak some English in the class. (This type of program is often called foreign language in the elementary school, or FLES.)

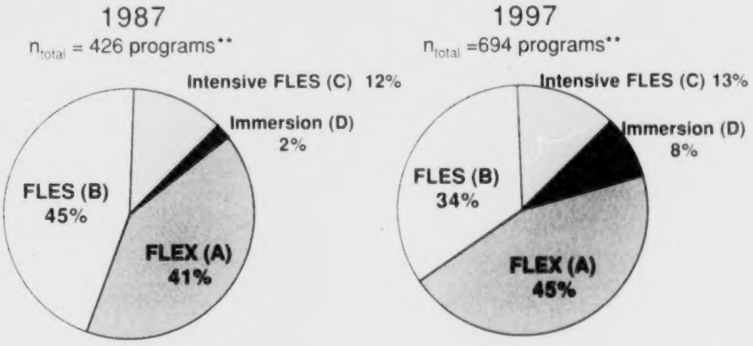
PROGRAM TYPE C

The goals of this program are the same goals as Program B above, but there is more exposure to the foreign language and more focus on reading and writing as well as on listening and speaking skills. This greater exposure includes language classes taught only in the foreign language (sometimes subject content is taught through the foreign language). (This type of program is often called intensive FLES.)

PROGRAM TYPE D

The goals of this program are for students to be able to communicate in the language with a high level of proficiency and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as mathematics, science, social studies, and language arts. (This type of program is called partial, total, or two-way immersion, depending on the amount of foreign language used and the make-up of the student body.)

Figure 8. Program Types Offered by Elementary Schools With Foreign Language Programs (1987 and 1997)



Note 1: No statistical significance tests were conducted on these data.
Note 2: Some schools have more than one program type.

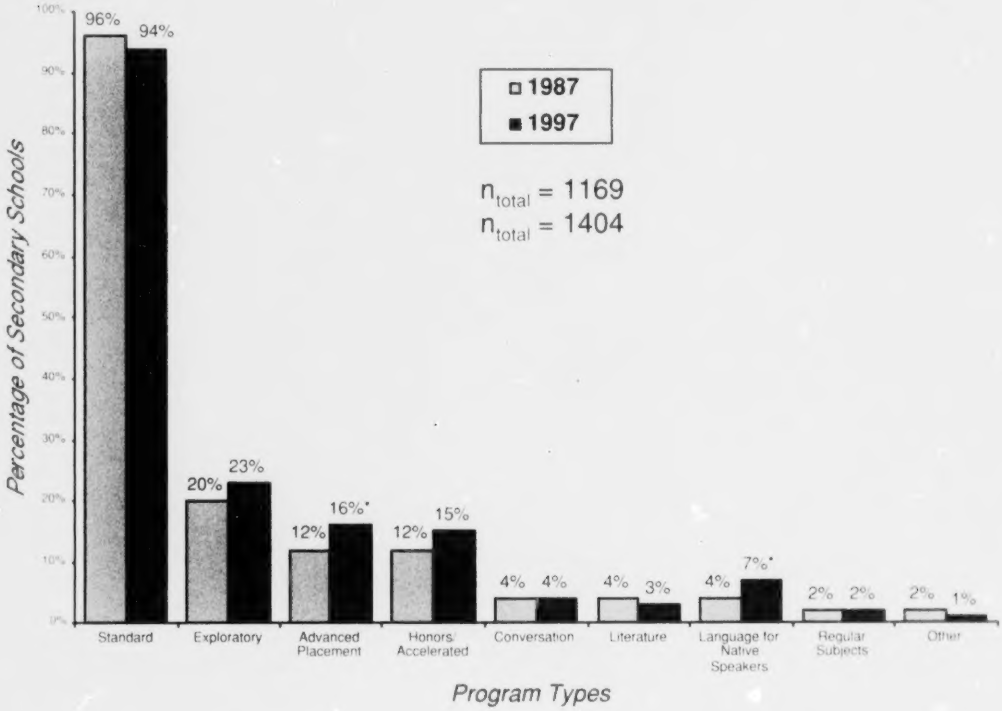
***Base = Total weighted foreign language program types in elementary schools.*

As was the case a decade ago, the vast majority of elementary school programs aimed at various kinds of introductory exposure to the language (FLEX and FLES), while only 21% of them (intensive FLES and immersion) had overall proficiency as one of their goals. These data on the type of instruction should be kept in mind when evaluating the quality and quantity of foreign language instruction across the country. Although almost one third (31%) of elementary schools are teaching foreign languages, only 21% of that 31% (7% overall) offer a program in which the students are likely to attain some degree of proficiency as outlined in the goals of the national standards. This percentage has increased from 3% overall in 1987.

Secondary Schools

As in 1987, almost all secondary schools with foreign language programs in 1997 offered the standard class (listening, speaking, reading, writing, and culture)—96% in 1987 and 94% in 1997, which is not a statistically significant difference. There was, however, a significant increase in the percentage of advanced placement classes offered: 16% of secondary schools with a language program in 1997 compared to 12% in 1987. Language classes for native speakers also increased significantly over this time period, from 4% to 7%. (See Figure 9.)

Figure 9. **Program Types Offered by Secondary Schools With Foreign Language Programs (1987 and 1997)**



** Indicates a statistically significant increase from 1987 to 1997.*

All other program types remained fairly stable over this time period at the secondary level. Exploratory classes (general exposure to one or more languages and cultures) were offered in 23% of the schools (vs. 20% in 1987). It should be noted that the majority of schools offering exploratory classes were middle and junior high schools. Honors or accelerated classes were offered in 15% of the schools (vs. 12% in 1987); conversation-only classes were offered in 4% of the schools (no change from 1987); literature-only classes were offered in 3% of the schools (vs. 4% in 1987); and regular subjects taught in the foreign language were offered in 2% of the schools (no change from 1987). (There was a slight change in question wording for the standard program type between 1987 and 1997; the teaching of culture was added to the 1997 definition.)

Although only 2% of the schools offered regular subjects taught in other languages, the languages and subjects varied considerably. (See Table 12.) Some of the programs noted that their content-based classes were part of an immersion or bilingual program in the school. Other schools commented that their content-based classes were offered through independent study, International Baccalaureate, satellite television, "Pace Setters," "Reduced Pace/Special Education," or a daily content-based pull-out class.

When comparing public and private schools, variation was found in the offerings of three types of classes. There were more public schools offering exploratory classes (24% vs. 16% of private schools), whereas more private schools offered advanced placement classes (27% vs. 14% of public schools) and honors/accelerated classes (29% vs. 12% of public schools).

Table 12. Subjects Taught in Foreign Languages in Secondary Schools, 1997

Subjects taught in a language other than English	*Languages used as medium of instruction*
Art	Chinese
Computer	French
Geography	Hawaiian
History	Hebrew
Judaic Studies	Polish
Language Arts	Portuguese
Mathematics	Russian
Physical Education	Spanish
Physical Science/Health/Biology	Vietnamese
Social Studies	
U.S. History	

Grade Levels and Minutes per Week (Elementary Schools Only)

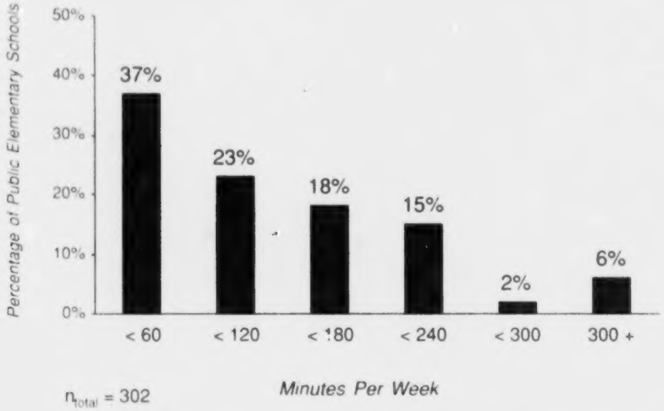
The results by grade level and amount of instruction per week are presented as averages for those public elementary schools that teach the top four languages (Spanish, French, German, and Japanese). The percentages of schools offering foreign language instruction at various grade levels are shown in Table 13. Results show that elementary schools most often offer foreign language instruction in Grades 3, 4, and 5, with Grade 4 being the most popular grade for language instruction (at 67% of the schools).

Table 13. Grade Levels of Instruction in Public Elementary Schools That Teach Spanish, French, German, and Japanese, 1997 (weighted data; n=298)

Grade Level	*Percent of Public Elementary Schools With Language Programs Teaching Foreign Language at Particular Grade Level*
K	38%
1	46%
2	50%
3	57%
4	67%
5	63%

The number of minutes per week of language instruction reported by public elementary schools that teach foreign languages are shown in Figure 10. The majority of schools (60%) offer language instruction for less than two hours a week.

Figure 10. **Average Minutes Per Week of Instruction in Public Elementary Schools That Teach Spanish, French, German, and Japanese (1997)**



Note: No statistical significance tests were conducted on these data.

Levels Offered and Hours per Week (Secondary Schools Only)

The course levels offered in secondary schools generally ranged from Level 1 to Level 4, reflecting the number of years of instruction, with some schools offering Levels 5 and 6. (See Table 14 for listings of the levels offered for the six most frequently taught languages. Also, see previous section on Program Types for other class offerings.)

As in 1987, secondary schools with foreign language programs in 1997 offered a variety of levels of foreign language instruction, and the majority of these classes were non-intensive. The most common amount of instruction time for almost all of the languages was 5 hours per week. The average amount of weekly class time has increased significantly for French (4.8 hours per week in 1987 and 6.1 hours in 1997) and Spanish (4.9 in 1987 and 6 in 1997). However, these increases may be due at least in part to the increase in block scheduling. (That factor was not considered in this question.) See the section below on Scheduling Classes During the School Year for more details on that topic.

Scheduling of Classes During the School Day (Elementary Schools Only)

As in 1987, the vast majority of elementary schools in 1997 that had foreign language programs taught language classes during the regular school day (92% in 1997 and 89% in 1987, not a statistically significant increase). Twelve percent of elementary schools with foreign language classes taught them before or after school, a minimal decrease from 13% in 1987. One percent of schools did not specify what time of day they offer classes. Fewer than one percent (.3%) offered classes during the summer or extended year.

Private elementary schools were slightly more successful than public schools at integrating foreign language instruction into the regular school day. In 1997, 95% of private schools with foreign language programs, compared to 90% of public schools, offered foreign language classes during the regular school day. These percentages increased slightly from 1987 (94% of private schools, 86% of public schools). (See Figure 11.) This question was not asked of secondary schools because they typically do not experience the same difficulties as elementary schools in scheduling foreign language classes during the school day.

Table 14. Levels of Instruction Offered in Secondary Schools With Foreign Language Programs, 1997 (in percentages)

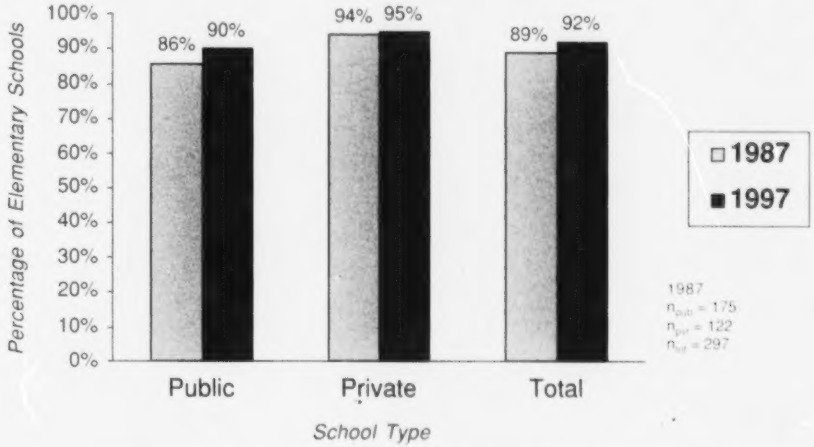
Level	*Language*	*Total*	*Middle/Jr.high*	*High*
One	Spanish	98	99	98
	French	97	100	97
	German	94	96	93
	Latin	95	94	96
	SpanSpanSpeakers	84	81	89
	Japanese	97	100	96
Two	Spanish	80	34	97
	French	82	38	96
	German	83	28	93
	Latin	86	58	92
	SpanSpanSpeakers	61	43	72
	Japanese	67	52	72
Three	Spanish	59	8	84
	French	64	6	85
	German	65	7	78
	Latin	59	7	68
	SpanSpanSpeakers	33	32	36
	Japanese	33	50	30
Four	Spanish	44	1	69
	French	52	1	69
	German	49	-	59
	Latin	44	-	51
	SpanSpanSpeakers	19	1	26
	Japanese	16	-	19
Five	Spanish	16	-	26
	French	16	-	12
	German	10	-	12
	Latin	7	-	7
	SpanSpanSpeakers	13	-	20
	Japanese	2	-	2
Six	Spanish	2	.3	4
	French	2	-	3
	German	.4	-	.3
	Latin	1	-	1
	SpanSpanSpeakers	7	-	11
	Japanese	1	-	1

Scheduling Classes During the School Year

Elementary Schools

More than three quarters (77%) of the elementary schools that teach foreign language offered classes for the entire school year. Private schools (85%) were more likely to offer instruction for the whole year than public schools (70%). (See Table 15.) The schools that did not offer classes for the whole year (24%) offered classes anywhere from 2 to 20 weeks. (See Table 16.)

Figure 11. **Elementary Schools With Foreign Language Programs That Teach Foreign Languages During the Regular School Day (Public, Private, Total) (1987 and 1997)**



Note: The increases from 1987 to 1997 were not statistically significant.

Table 15. **Do All Your Language Classes Last for the Entire School Year? Elementary Schools, 1997**

Response	*Total n=458*	*Public*	*Private*
YES	77%	70%	85%
NO	24%	30%	15%

Note: Totals may add up to more than 100% because of rounding.

Table 16. **Schedule of Language Classes for Elementary Schools That Offer Language Classes for Less Than a Year, 1997**

Weeks	*Total n=101*	*Public n=73*	*Private n=28*
18 Weeks (Semester)	21%	10%	49%
9 Weeks (Quarter)	18%	22%	7%
6 Weeks	10%	14%	-
10 Weeks	10%	10%	10%
20-25 Weeks	10%	5%	21%
12 Weeks (Trimester)	9%	8%	11%
8 Weeks	3%	1%	9%
2 Weeks	3%	3%	-
4 Weeks	3%	4%	-
16 Weeks	2%	3%	-
3 Weeks	1%	1%	-
32 Weeks	0%	1%	-
Other No. of Weeks	9%	8%	11%
Exploratory 20 Weeks	3%	4%	-
Exploratory 12 Wks/Trimester	2%	2%	-
Exploratory 8 Weeks	2%	2%	-
Exploratory 9 Weeks/Qtr	1%	1%	-
Other Exploratory	1%	-	3%

Note: There may be some overlap in the categories because these are the verbatim responses of the respondents so are not necessarily mutually exclusive categories. Totals may add up to more than 100% because respondents could check more than one response.

Secondary Schools

Approximately three quarters (74%) of the secondary schools that teach foreign language offer classes for the entire school year. (See Table 17.) Public schools (28%) were more likely to offer variation in year-long classes than private schools (10%). Half of the middle schools (49%) compared to only 13% of the high schools offered variations in the year-long schedule. The schools that did not offer classes for the whole year offered classes from 3 to 24 weeks. (See Table 18.)

At the middle school/junior high level, the most common alternative scheduling was semester-long (18 weeks) or quarter-long (9 week) classes. At the high school level, the most common alternatives were classes lasting 80-90 minutes a day for 18 weeks (also known as block scheduling) or a regular 18-week semester. Since this question allowed for open responses and the categories in Table 18 are reproduced as they were written by respondents on the surveys, there may be some overlap or duplication in data.

Table 17. **Do All Your Language Classes Last for the Entire School Year? Secondary Schools, 1997**

Response	*Total n=1400*	*Middle/Junior High*	*High School*	*Combined*	*Other*
YES	74%	51%	87%	79%	86%
NO	26%	49%	13%	21%	14%

Table 18. **Schedule of Language Classes For Secondary Schools that Offer Language Classes for Less Than a Year, 1997**

Weeks	*Total n=355*	*Middle/Junior High n=208*	*High School n=89*	*Combined n=58*
Semester/18 weeks	24%	27%	22%	16%
80-90 minutes/day for 18 weeks	21%	5%	62%	15%
9 weeks/quarter	19%	26%	-	20%
5 -7 weeks	8%	11%	3%	6%
12 weeks/trimester	9%	11%	2%	11%
Block Scheduling	1%	-	2%	5%
20 weeks	1%	1%	-	-
Trial Phase	1%	1%	1%	-
24 weeks/2 trimesters	.3%	-	1%	-
Other	3%	3%	2%	2%
Exploratory Semester/18 wks	6%	6%	3%	1%
Exploratory 9 Weeks	6%	8%	-	7%
Exploratory 6 - 8 Weeks	4%	6%	-	4%
Exploratory 10 or 12 Weeks	3%	3%	-	5%
Every Other Day	2%	3%	-	-
Exploratory 3 - 5 weeks	1%	2%	-	-
Exploratory Other	1%	1%	1%	2%

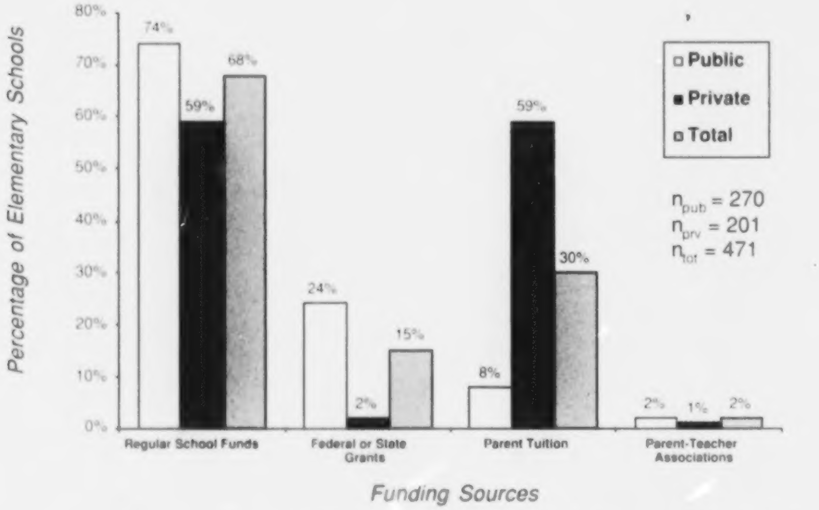
Note: There may be some overlap in the categories because these are the verbatim responses of the respondents so are not necessarily mutually exclusive categories. Totals may add up to more than 100% because respondents chould check more than one response.

Funding Sources (Elementary Schools Only)

There were no statistically significant differences between 1987 and 1997 in funding sources at the elementary school level. As was the case a decade ago, funding for elementary school language programs comes most often from the regular school budget (68% of schools offering foreign language in 1997 and 69% in 1987). The second most common source for funding was tuition paid by parents (30% of schools offering foreign language in

1997 and 25% in 1987). About 15% of elementary schools with foreign language programs received funds from federal or state grants in 1997 (14% in 1987). Parent teacher organizations were one of the least common sources of funds (2% of elementary schools with a language program in 1997 and 5% in 1987). (See Figure 12 and Table 19.)

Figure 12. **Funding Sources for Foreign Language Programs in Elementary Schools (Public, Private, Total) (1997)**



Note: There were no statistically significant differences between 1987 and 1997 in elementary funding sources.

Table 19. **Funding Sources for Elementary School Foreign Language Programs, 1987 and 1997**

Funding Source	*Total 1987* $n_{tot} = 293$	*Total 1997* $n_{tot} = 471$	*Public 1997* $n_{tot} = 270$	*Private 1997* $n_{tot} = 201$
Regular school funds	69%	68%	74%	59%
Tuition paid by parents	25%	30%	8%	59%
Federal or state grants	14%	15%	24%	2%
Parent-teacher associations	5%	2%	2%	1%
Fundraising/Private contributions (1997 only)	-	2%	.4%	5%
Volunteers (1997 only)	-	1%	2%	1%
Other	8%	1%	2%	.4%

Note: Totals may add up to more than 100% because respondents chould check more than one response.

Additional funding sources (written in by respondents) were categorized under three areas: volunteers, fundraising/private contributions, and other. Types of volunteers included teacher volunteers, parent volunteers, high school/college students, volunteers from the *Un Poquito de Español* program, and others. Fundraising and private contributions included fund-raisers, parent donations, private company, private foundation, and charitable donations. Other respondents mentioned funding sources such as the county general fund, a separate fee, Public Broadcasting, and Magnet School Center for International Education. Some said, "No funding is available."

In both 1997 and 1987, funding sources varied for public and private schools. Public elementary schools more frequently reported using regular school funds for foreign language classes than did private schools (74% public vs. 59% private in 1997; 74% public vs. 63% private in 1987). As expected, private schools relied more on tuition paid by parents than did public schools (59% private vs. 8% public in 1997; 53% private vs. 5% public in 1987). Also, public schools received more support from federal and state grants than did private schools (24% public vs. 2% private in 1997; 23% public vs. 3% private in 1987). In 1997, fundraising and private contributions were a source of funding for both public and private schools (0.4% public; 5% private). Volunteers were also mentioned by both public and private schools (2% public; 1% private).

In 1997, sources of funding also varied by the size of the elementary school. Large schools (1,000+ students) more frequently reported using federal and state grants to support foreign language classes than did medium-sized (400-999 students) or small (< 400 students) schools (39% large, 22% medium, 8% small). In contrast, small schools rely more on tuition paid by parents than do schools of other sizes (43% small, 15% medium, 0% large). It is interesting to note that large schools cite using volunteer help considerably more frequently than schools of other sizes (14% large, 1% medium, 1% small).

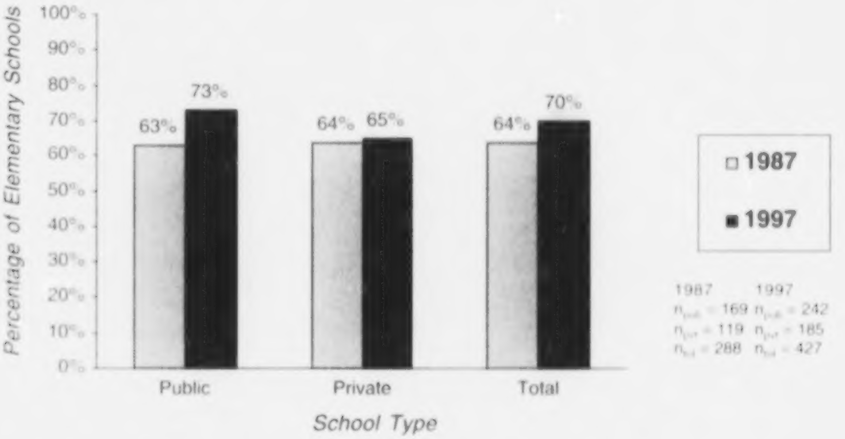
Schools Having Curriculum Frameworks or Guidelines

Elementary Schools

Most of the elementary schools teaching foreign language report having an established foreign language curriculum or set of guidelines for their program. There were no statistically significant differences between 1987 (64%) and 1997 (70%). (See Figure 13.)

In 1997, the existence of a foreign language curriculum or set of guidelines varied according to school type, school setting, and school size. Overall, more public (73%) than private (65%) schools reported having a foreign language curriculum or guidelines. Within

Figure 13. Elementary Schools With Foreign Language Programs That Have Established Curriculum Guidelines (Public, Private, Total) (1987 and 1997)



Note: There were no statistically significant differences between 1987 and 1997.

both public and private elementary schools, urban schools (82% public, 74% private) more frequently cited having a foreign language curriculum than did suburban (79% public, 65% private) or rural (64% public, 49% private) schools. Overall, large schools more frequently reported having a foreign language curriculum or guidelines than medium-sized schools or small schools (92% large, 77% medium, 62% small).

There was also considerable variation according to geographic conference region. Ranging from highest to lowest, the percentages of schools with established curricula in each region are as follows: Southern Conference (81%), Pacific Northwest Council (78%), Northeast Conference (75%), Southwest Conference (67%), Central States Conference (54%).

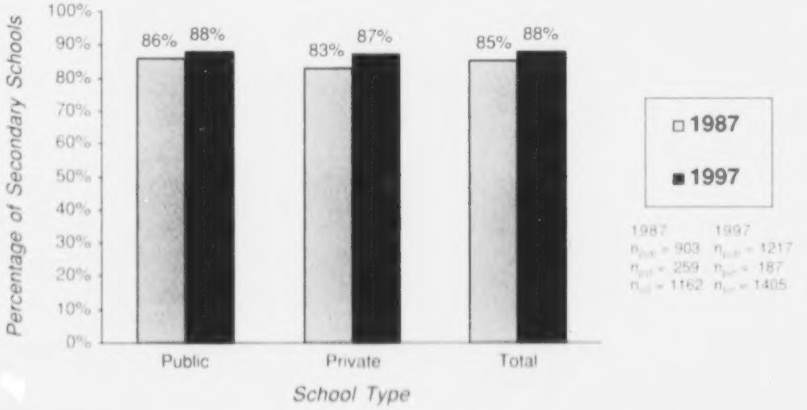
Secondary Schools

The vast majority of secondary schools report having a foreign language curriculum or set of guidelines (88% in 1997; 85% in 1987). There were no statistically significant differences between 1987 and 1997 results. (See Figure 14.)

At the secondary level, more respondents from high schools than from middle or junior high schools reported having an established curriculum or set of guidelines for their foreign language program (91% high school, 84% middle school/junior high). The vast majority of both public and private schools reported having a foreign language curriculum or guidelines in 1997 (88% public, 87% private). Overall, the large and largest schools more frequently reported a foreign language curriculum or guidelines than medium-sized schools or small schools (97% large, 96% largest, 88% medium, 80% small).

At the secondary level, the existence of a foreign language curriculum was fairly consistent across geographic conference regions, with the vast majority of schools in all regions reporting one: Northeast Conference (94%), Southern Conference (89%), Pacific Northwest Council (87%), Southwest Conference (86%), and Central States Conference (85%).

Figure 14. **Secondary Schools With Foreign Language Programs That Have Established Curriculum Guidelines (Public, Private, Total) (1987 and 1997)**



Note: There were no statistically significant differences between 1987 and 1997.

Sources of Foreign Language Curricula

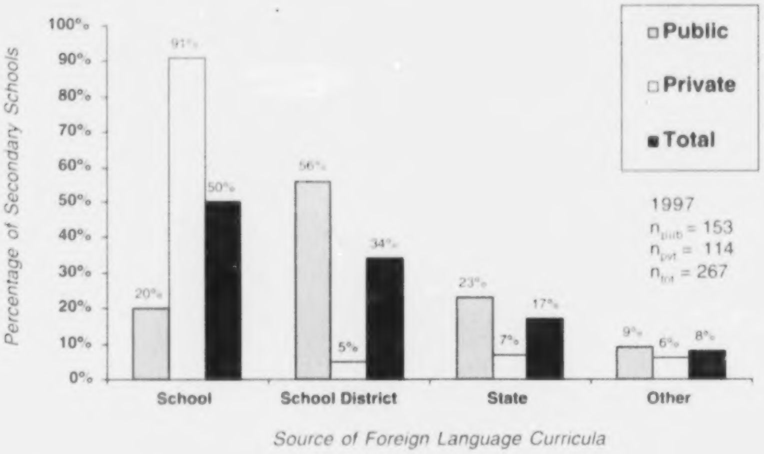
Elementary Schools

In 1997, respondents who indicated that their schools had curriculum guidelines were also asked who developed them. Elementary guidelines tended to be developed at the school level (foreign language teachers and staff), school district level, and to a lesser extent at the state level (50%, 34%, and 17% respectively).

The sources of curricula varied greatly depending on whether the school was public or private. (See Figure 15.) In the public schools, the curricula or guidelines were most often developed by the school district (56%), at the state level (23%), or at the school level (20%). In the private schools, the curricula or guidelines were most often developed by the school (91%).

Other sources of curricula mentioned by respondents included educational television/satellite/classroom video, tribal guidelines, parent teacher associations, various commercial curricula, a curriculum consortium, and guides from Canada, France, and Belgium. Private schools also mentioned the Archdiocese and the national level as sources of curricula.

Figure 15. Sources of Foreign Language Curricula for Elementary Schools (Public, Private, Total) (1997)

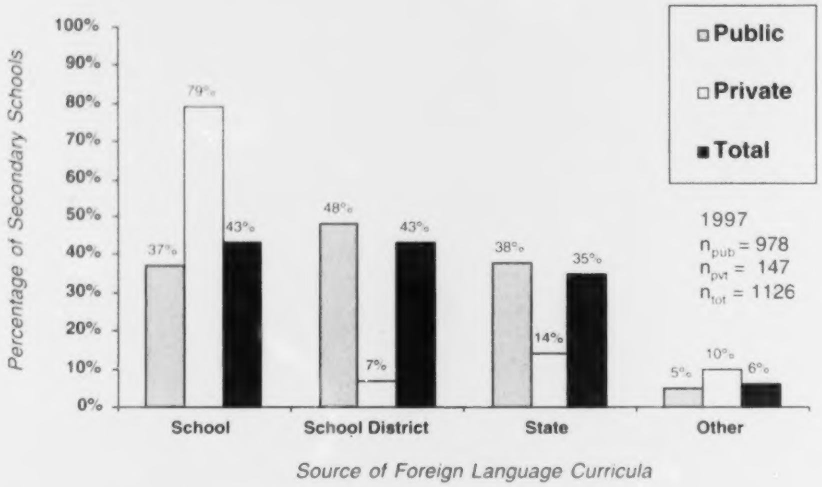


Note 1: No statistical significance tests were conducted on these data.
Note 2: Totals add up to more than 100% because respondents could check more than one response.

Secondary Schools

Like elementary school curricula and guidelines, secondary foreign language curricula are likely to be developed at the local school level, school district level, or state level (43%, 43%, and 35% respectively). (See Figure 16.)

Figure 16. **Sources of Foreign Language Curricula for Secondary Schools (Public, Private, Total) (1997)**



Note 1: No statistical significance tests were conducted on these data.
Note 2: Totals add up to more than 100% because respondents could check more than one response.

There was considerable variation between middle school/junior high and high school in their sources of curricula. The high schools tend to use curricula developed at the school level (50%), whereas the middle and junior high schools tend to use district-developed curricula (58%).

There was also considerable variation between public and private schools. Of the public secondary schools responding, nearly half (48%) reported that their curriculum was developed by the school district. Of the responding private schools, the majority reported that their curricula or guidelines were developed by the school (79%).

Other public school sources included the county, national curricula, internationally available curricula, educational television/satellite, a college or university, and a curriculum committee or consortium. Private schools reported the following other sources of curricula: A-Beka curriculum, a curriculum committee or consortium, chairpersons, internationally available curricula, and a college or university. Both private and public schools mentioned various other sources such as commercial curricula, the Regional Service Center, the Northeast Frameworks, the ACTFL Proficiency Guidelines, a Co-op, an Articulation and Achievement Project, the School of Tomorrow, Step Star, and others.

Instructional Materials[4]

Elementary Schools

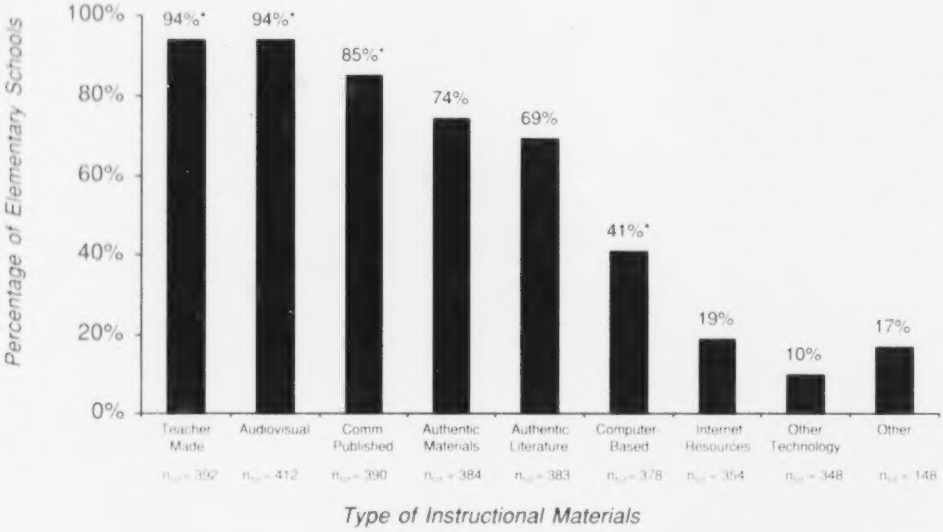
As in 1987, the three most popular types of materials for teaching foreign language at the elementary level reported in 1997 were teacher-made materials, audiovisual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes), and commercially published textbooks/workbooks (94%, 94%, and 85% of elementary schools with foreign language programs, respectively). These percentages represent a significant increase from 1987 (84%, 60%, and 70%). However, it is important to note that these differences could be due to the change in question format for the 1997 survey. (See Table 20 and Figure 17.)

Table 20. **Instructional Materials Used by Elementary Schools, 1987 and 1997 (weighted data)**

Type of Materials	*Total 1987* n_{tot} *= 286*	*Total 1997* n_{tot} *varies*	*Public 1997*	*Private 1997*
teacher-made materials n_{tot}=392 (1997)	84%	94%	93%	96%
audiovisual materials n_{tot} =412 (1997)	——	94%	95%	93%
films, filmstrips, slides, videotapes, records, etc. (1987 only)	60%	——	——	——
commercially published textbooks/workbooks n_{tot} =390 (1997)	70%	85%	78%	94%
authentic materials n_{tot} =384 (1997)	——	74%	75%	74%
authentic literature from target culture n_{tot} =383 (1997)	——	69%	73%	64%
computer-based instructional materials n_{tot} =378 (1997)	——	41%	43%	39%
computer-assisted materials (1987 only)	14%	——	——	——
resources n_{tot} =354 (1997)	——	19%	21%	17%
other instructional technology n_{tot} = 348 (1997)	——	10%	15%	3%
commercially made foreign language games (1987 only)	38%	——	——	——
other (specify) n_{tot} =148 (1997)	8%	17%	21%	12%

Note: Totals add up to more than 100% because respondents could check more than one response.

Figure 17. **Types of Instructional Materials Used by Elementary Schools With Foreign Language Programs (1997)**



* *Indicates a statistically significant increase between 1987 and 1997.*

The next most commonly used materials are authentic literature and authentic materials (realia) from the target culture (e.g., bus tickets, movie posters, menus, newspapers, magazines, advertisements). These materials are used by about 7 in 10 elementary schools with a foreign language program (literature 69%, materials 74%). Computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM) are used by about 4 in 10 elementary schools (41%), and Internet resources (e.g., electronic mail, World Wide Web, listservs) are used by about 2 in 10 elementary schools (19%). Other instructional technologies (e.g., satellite broadcasts, interactive television, and distance learning) are used by 1 in 10 elementary schools (10%). The use of computer-based instructional materials was reported by a significantly greater percentage of elementary schools in 1997 than in 1987 (41% in 1997, 14% in 1987). However, the wording of the question regarding the use of computer-based materials changed somewhat, from "computer-assisted instructional materials" in 1987 to "computer-based instructional materials" in 1997, so caution must be taken when comparing the results. Also, two new related categories, Internet resources and other instructional technologies, were added in 1997.

Seventeen percent (17%) of elementary schools (21% public, 12% private) reported using other types of instructional materials and resources, such as native speakers and people in the community, games and puppets, and vocabulary flash cards.

There were a few interesting variations in responses according to school size, type of school, and school setting. Use of teacher-made materials varied considerably by school size. A higher percentage of small and medium-sized schools report using teacher-made materials than large schools.

Respondents were asked to specify the types of teacher-made materials used in their school. Approximately 30% of the elementary respondents who cited using teacher-made materials provided specific information about the types. The majority of the responses were grouped into the following categories: games/puzzles, worksheets/workbooks, flashcards, pictures/posters, and visual materials (including visual aids, videos, and educational television). Other respondents mentioned tests, authentic materials (including realia, maps, and local objects from other countries), manipulatives, books/reading material, hands-on activities, charts, tapes, songs, thematic units, transparencies/overheads, study sheets/guides, handouts, projects, vocabulary lists, and stories/storytelling. Many respondents mentioned using specific items that could not be categorized with other responses, including enrichment activities, supplements, displays, figurines, bulletin board materials, materials following the Montessori curriculum, Total Physical Response activities, and others. Several respondents mentioned that they used a variety of types of materials. One respondent reported, "I have a garage full!"

In 1997, a higher percentage of private schools used commercially published textbooks/workbooks than public schools (94% private, 78% public).

Use of computer-based instructional materials varied considerably by school setting. Among public schools, suburban and rural schools reported using these materials more frequently than urban schools (49% suburban, 45% rural, 32% urban). Among private schools, urban schools used these materials most frequently (47% urban, 38% suburban, 28% rural). Use of computer-based materials also varied by geographic conference region: Southern Conference, 48%; Southwest Conference, 47%; Central States Conference, 42%; Pacific Northwest Council, 42%; and Northeast Conference, 33%.

Use of Internet resources varied by school setting. For both public and private schools, the most frequent use of Internet resources was reported by rural schools (23% public; 22% private). Among public schools, more suburban schools reported using Internet resources than urban schools (22% suburban; 15% urban). Among private schools, more urban than suburban schools reported using Internet resources (19% urban; 12% suburban).

The use of other instructional technologies varied by school type, with more public schools (15%) than private schools (3%) using them. There was some variation by school setting among public and private schools. Contrary to expectations, rural schools did not report much more frequent use. Among public schools, other instructional technologies were reported more frequently by suburban and rural schools than by urban schools (17% suburban, 15% rural, 9% urban). None of the responding rural private schools reported using them (3% urban, 6% suburban, 0% rural).

Secondary Schools

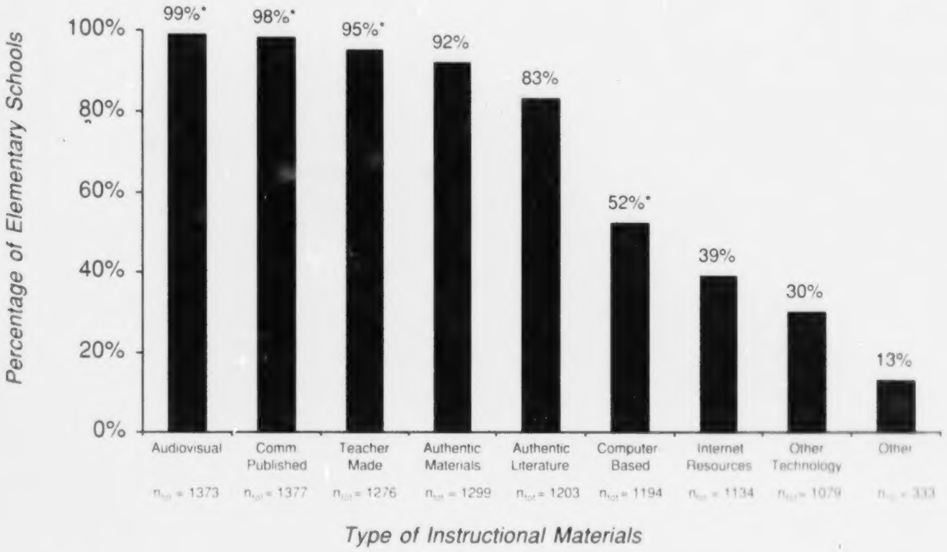
At the secondary school level, the three most common instructional materials used by schools with foreign language programs continue to be audiovisual materials (99%), commercially published textbooks/workbooks (98%), and teacher-made materials (95%). The percentage of secondary schools that use these types of materials has increased significantly since 1987. Use of audiovisual materials increased 10 percentage points, use of teacher-made materials increased 6 percentage points, and use of textbooks increased 3 percentage points. However, the wording of the question pertaining to audiovisual materials changed substantially across waves of the study, from "films, filmstrips, slides, videotapes, records, audiotapes" in 1987 to "Audiovisual materials (films, filmstrips, slides, videotapes, records, CDs, audiotapes)" in 1997, which may account for differences over time. (See Table 21 and Figure 18.)

Table 21. Instructional Materials Used by Secondary Schools, 1987 and 1997 (weighted data)

Type of Materials	*Total 1987 n_{tot} = 1168*	*Total 1997 n_{tot} varies*	*Public 1997*	*Private 1997*
audiovisual materials n_{tot} =1373 (1997)	–	99%	99%	99%
films, filmstrips, slides, videotapes, records, etc. (1987 only)	89%	–	–	–
commercially published textbooks/workbooks n_{tot} =1377 (1997)	95%	98%	98%	100%
teacher-made materials n_{tot} = 1276 (1997)	89%	95%	96%	91%
authentic materials n_{tot} =1299 (1997)	–	92%	93%	89%
authentic literature from target culture n_{tot} =1203 (1997)	–	83%	83%	84%
computer-based instructional materials n_{tot} =1194 (1997)	–	52%	52%	53%
computer-assisted materials (1987 only)	20%	–	–	–
resources n_{tot} =1134 (1997)	–	39%	39%	41%
other instructional technology n_{tot} = 1079 (1997)	–	30%	31%	21%
commercially made foreign language games (1987 only)	60%	–	–	–
other (specify) n_{tot} =333 (1997)	11%	13%	13%	15%

Note: Totals add up to more than 100% because respondents could check more than one response.

Figure 18. **Types of Instructional Materials Used by Secondary Schools With Foreign Language Programs (1997)**



* *Indicates a statistically significant increase from 1987 to 1997*

Authentic materials (92%) and literature from the target culture (83%) were also used quite frequently in 1997. Computer-based instructional materials are now used by over half of the secondary schools with foreign language programs—52% in 1997 versus 20% in 1987—a statistically significant increase. However, the wording changed for the question pertaining to computer-based materials, from "computer-assisted instructional materials" in 1987 to "computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM)" in 1997, so caution should be taken when comparing the results. Internet resources are now used by approximately 4 in 10 (39%) secondary schools. Other instructional technologies are used by 3 out of 10 schools (30%).

Thirteen percent of secondary schools (13% public, 15% private) reported using other instructional materials or resources. Examples listed by respondents included pen pals; cooking; eating at restaurants from the target culture; native-speaker guests and presenters; national and local foreign language days; Total Physical Response activities; field trips; foreign exchange programs and trips to the target language country; cultural performances and events, including theater, opera, dance, and puppet theater.

Respondents were asked to specify the types of teacher-made materials used in their school, but fewer than half of the weighted respondents who reported using teacher-made materials did so. The largest group of respondents mentioned supplementary written materials such as worksheets/workbooks, homework mimeos, vocabulary lists, study guides, pamphlets, books, and readings. Other respondents mentioned a variety of tests and quizzes. Some respondents mentioned teacher-made technology such as cassette tapes, videos, movie scripts, and computer presentations. Many mentioned visual aids such as overhead transparencies, maps, posters, charts, pictures, bulletin boards, classroom displays, slides, props, wall signs, and magazine pictures. Respondents also mentioned a variety of special projects and activities dealing with reading, conversation, and oral profi-

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ciency. Several respondents mentioned teacher- or student-made materials or activities focusing on culture, including music, songs, skits, plays, food, clothing, realia, and travel. A large number of respondents mentioned games, including board games, instructional games, and the use of puppets and piñatas, as well as creative projects and crafts, including drawings, collages, and language quilts.

There were some notable variations when comparing instructional materials used in middle and junior high schools with those used in high schools; high schools generally reported using more instructional materials.

Authentic literature and authentic materials from the target culture (realia) were used by more high schools than middle or junior high schools (literature: 91% high school, 68% middle school/junior high; materials: 96% high school; 91% middle school/junior high). Internet resources were used by more high schools (43%) than middle and junior high schools (32%). Also, more suburban schools reported using Internet resources than schools in other settings among both public schools (44% suburban, 39% urban, 37% rural) and private schools (49% suburban, 40% urban, 35% rural). Computer-based instructional materials were used by more high schools (53%) than middle or junior high schools (48%). There was also more use of other instructional technologies in high schools (30%) compared to middle or junior high schools (21%).

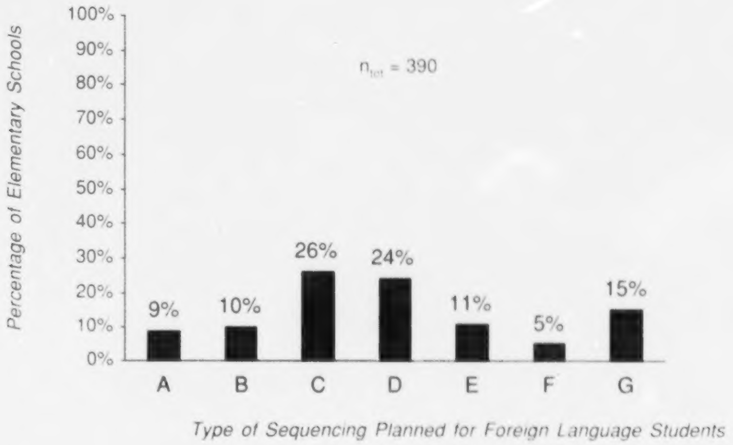
Sequencing/Articulation

Elementary Schools

Respondents from elementary schools indicated that sequencing (articulation) to ensure continuity in foreign language study from one level of schooling to the next is still a major issue. Forty-five percent (45%) of elementary school respondents (up from 39% in 1987) indicated that their districts do not have an articulated sequence of instruction. This includes three groups of respondents: 9% who noted that the foreign language(s) taught in their elementary schools are not offered at the junior high or middle schools (11% for public schools, 7% for private schools); 10% who indicated that students who have studied foreign language in elementary school are placed in exploratory language classes in junior high or middle school (13% for public, 7% for private); and 26% who indicated that students who have studied foreign language in elementary school are placed in Level I foreign language classes in middle or junior high school along with students with no prior experience in the language (22% for public, 32% for private).

Some districts are planning ahead for smooth articulation. Twenty-four percent (24%) of respondents noted that junior high or middle school students could take foreign language classes specifically designed to provide continuity from their prior level in elementary school (24% for public, 25% for private); 11% said that students are placed in advanced language classes, but these classes are not necessarily designed to reflect students' prior language level (6% for public, 16% for private); and 5% stated that students who have studied foreign language in elementary school can enroll in some subject matter courses taught in the foreign language when they enter junior high or middle school (7% for public, 3% for private). (See Figure 19.)

Figure 19. Elementary Schools With Foreign Language Programs Reporting Various Sequencing Patterns for Language Instruction From Elementary Through Secondary School (1997)



Note: Categories changed slightly from 1987 to 1997.
Statistical significance tests were not conducted on these data.

A The junior high/middle schools do not offer the language(s) taught in elementary school.
B Students are placed in exploratory language classes (general exposure to one or more languages and cultures).
C Students are placed in Level I foreign language classes along with students who have had no prior contact with the language.
D Students are placed in a class where the course content and objectives are designed specifically to provide continuity from their prior level.
E Students are placed in existing advanced classes not necessarily designed to reflect their prior language level.
F Students can enroll in some subject matter courses taught in the foreign language.
G Other

Secondary Schools

Although 61% of secondary respondents indicated that foreign language study is not offered in the elementary schools in their district (63% for middle school/junior high, 59% for high school), respondents whose districts' elementary schools do offer foreign languages use a variety of sequencing strategies in an attempt to ensure that students' foreign language study is continued into the secondary level. Fourteen percent (14%) said that students with elementary school foreign language experience are placed in Level I language classes when they enter secondary school (11% for middle school/junior high; 15% for high school); 9% noted that such students are placed in courses specifically designed to provide continuity from their prior level (5% for middle school/junior high, 10% for high school); 5% indicated that they place these students in exploratory language courses (9% for middle school/junior high, 4% for high school); 4% indicated that students are placed in advanced classes that are not necessarily designed to reflect their prior language level (3% for middle school/junior high, 7% for high school); and less than 1% said that students can enroll in some subject matter courses taught in a foreign language (less than 1% for middle school/junior high, 1% for high school).[5] (See Figure 20.)

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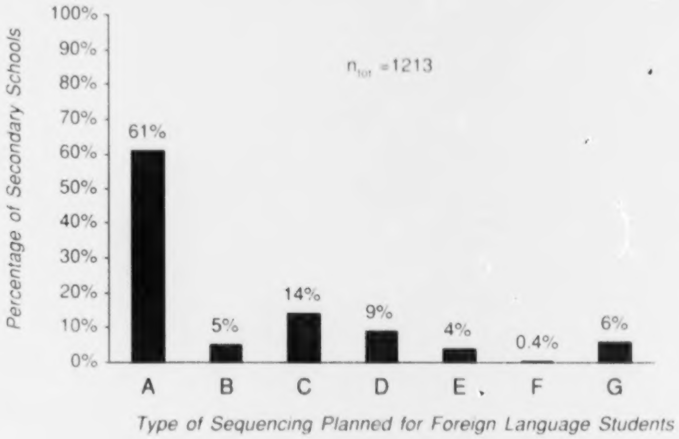
Figure 20. **Secondary Schools With Foreign Language Programs Reporting Various Sequencing Patterns for Language Instruction From Elementary Through Secondary School (1997)**



Note: Categories changed slightly from 1987 to 1997.
Statistical significance tests were not conducted on these data.

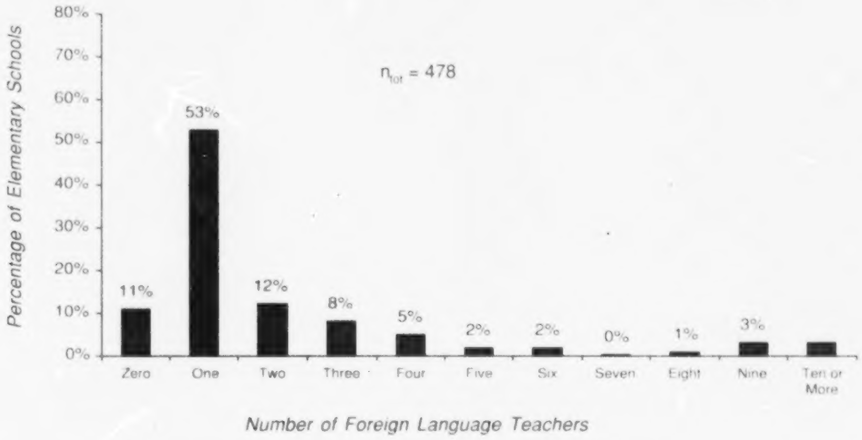
A There is no foreign language instruction in elementary schools in our district.
B Students are placed in exploratory language classes (general exposure to one or more languages and cultures).
C Students are placed in Level I foreign language classes along with students who have had no prior contact with the language.
D Students are placed in a class where the course content and objectives are designed specifically to provide continuity from their prior level.
E Students are placed in existing advanced classes not necessarily designed to reflect their prior language level.
F Students can enroll in some subject matter courses taught in the foreign language.
G Other

More public than private schools answering this question said they did not offer foreign language in their elementary schools (66% of public schools vs. 32% of private schools). More private than public schools placed students with prior foreign language learning in Level I classes in middle school or junior high (30% private vs. 12% public); more private than public schools placed students in classes designed for their level (17% vs. 7%); more private than public schools placed students in advanced classes not necessarily designed to reflect students' prior language level (9% vs. 4%); and there was no difference in the percentage of public and private schools offering subject matter classes taught in the language (1% for both).

Number of Foreign Language Teachers

In 1997, more than half (53%) of the elementary schools that taught foreign language reported having one foreign language teacher. This was true of both public (52%) and private (55%) schools. Approximately 1 out of 10 schools (11%) reported having no foreign language teacher. (This is possible because elementary schools sometimes rely on regular classroom teachers that they do not categorize as foreign language teachers, or on foreign language instruction via satellite or video, facilitated by a regular classroom teacher.) A little more than 1 out of 10 schools (12%) reported having two foreign language teachers. Fewer than 1 out of 10 schools reported having three (8%), four (5%), five (2%), six (2%), seven (.4%), eight (1%), nine (3%), or ten or more (3%) foreign language teachers. This varied little by school type, although more public (14%) than private (7%) elementary schools reported having no foreign language teacher. The mean number of foreign language teachers in both public and private elementary schools was two. (See Figure 21.)

Figure 21. **Number of Foreign Language Teachers at Elementary Schools With Foreign Language Programs (1997)**



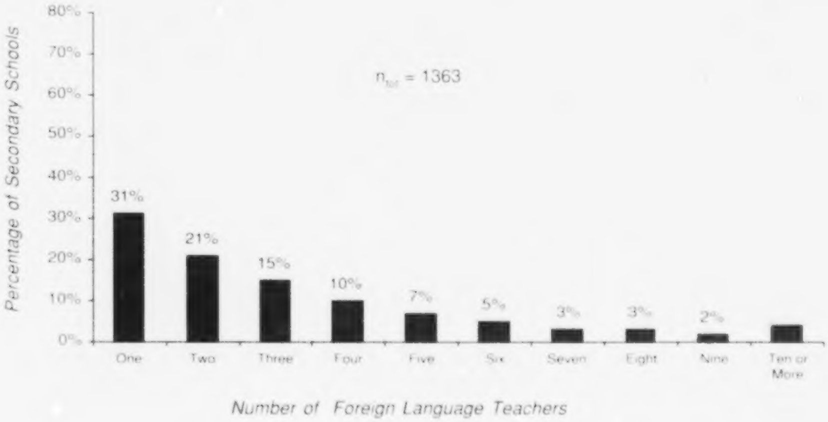
Note: No statistical significance tests were conducted on these data.

At the secondary level, many schools reported having either one (31%) or two (21%) foreign language teachers. Fifteen percent (15%) reported having three, and 10% reported having four foreign language teachers. Fewer than 1 in 10 schools reported five (7%), six (5%), seven (3%), eight (3%), nine (2%), or ten or more (4%) foreign language teachers. The number of teachers varied little by school type, with a difference of only 4% or less between public and private schools in all cases, except for those schools reporting one foreign language teacher. More public (32%) than private (21%) schools reported having only one foreign language teacher. None of the secondary schools responding to this question reported having no foreign language teachers. The mean number of foreign language teachers in secondary schools was three (3 public; 4 private). (See Figure 22.)

There were considerable differences between middle school/junior high schools and high schools in the number of foreign language teachers reported. Most of the middle and junior high school respondents cited one (47%), two (25%), three (15%), four (7%), or five (4%) foreign language teachers. One percent or fewer of these schools reported having six (1%), seven (1%), eight (.1%), nine (.1%), or ten or more (.3%) foreign language teachers. The mean number of teachers at the middle school/junior high school level was two.

At the high school level, responses were somewhat more evenly distributed among all numbers of teachers. Respondents reported having one (15%), two (20%), three (15%), four (11%), five (10%), six (9%), seven (6%), eight (5%), nine (3%), or ten or more (7%) foreign language teachers. The mean number of teachers at the high school level was four.

Figure 22. **Number of Foreign Language Teachers at Secondary Schools With Foreign Language Programs (1997)**



Note: No statistical significance tests were conducted on these data.

Teacher Qualifications

For the 1997 survey question on teacher qualifications, respondents were asked to give the exact number of teachers who were in each of several teacher qualification categories. In 1987, respondents indicated whether none, some, most, or all of their teachers were in each category by checking the appropriate box. The question format and wording were changed upon recommendation of survey designers so that a more accurate response would be received for each category. Two new categories were included in the elementary question, and there were minor wording changes made to two of the existing question categories. Four new categories were added to the secondary question.

Teacher qualification percentages for similar question categories appear to be higher in 1987 than in 1997 for both elementary and secondary levels. Due to changes in question format, wording, and content between 1987 and 1997, caution should be taken when interpreting these results or when comparing results from the two waves of the survey. It cannot be concluded from this data that teachers are less qualified in 1997 than in 1987. No statistical significance tests over time were computed. It should also be noted that some of the respondents found this question difficult to answer and may have misinterpreted the categories to be mutually exclusive rather than providing a number for each category.

Elementary Schools

Table 22 compares 1987 and 1997 data on the qualifications of foreign language teachers in elementary schools. Public and private elementary school teacher qualification data from 1997 are also compared.

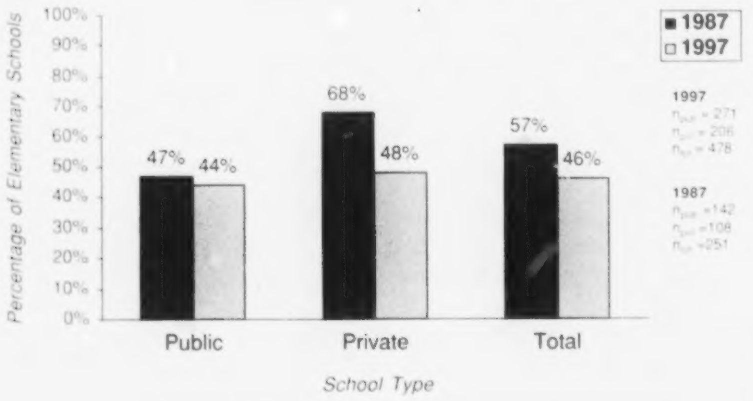
In 1997, nearly half (46%) of responding elementary schools reported that one or more of their foreign language teachers was a native speaker of the language being taught (44% public, 48% private). Schools reported having one (28%), two (7%), three (5%), four (1%), five (3%), or six or more (2%) foreign language teachers who were native speakers of the language being taught. Fifty-four percent (54%) of the schools surveyed reported having no native speakers of the language as teachers. In 1987, over half (57%) of elementary respondents indicated that some, most, or all of their foreign language teachers were native speakers of the language being taught (47% public, 68% private). (See Figure 23.)

Table 22. Elementary School Teacher Qualifications, 1987 and 1997 (weighted data)

Elementary Teacher Qualifications	*1987 Total n_{tot} varies*	*1997 Total n_{tot} = 478*	*Public 1997*	*Private 1997*
Native speakers of the language being taught n_{tot} = 251 (1987)	57%	46%	44%	48%
Certified for elementary school teaching but not specifically for foreign language teaching n_{tot} = 210 (1987)	66%	26%	26%	23%
Certified for foreign language teaching at the elementary school level n_{tot} = 213 (1987)	52%	19%	20%	16%
Certified for foreign language teaching at the elementary school level and for elementary school teaching (1997 only)	—	15%	20%	12%
Certified for foreign language teaching at the secondary school level but not at the elementary level (1997 only)	—	15%	13%	16%
Certified for foreign language teaching at the secondary school level n_{tot} = 222 (1987) (1987 only)	62%	—	—	—
Certified for foreign language teaching at the K-12 level (1997 only)	—	19%	22%	12%
High school/college students n_{tot} = 156 (1987)	17%	5%	6%	3%
Others who are not certified (1997 only)	—	12%	8%	19%
Adult volunteers n_{tot} = 163 (1987) (1987 only)	21%	—	—	—

Note: 1997 data refer to percentage of elementary schools with one or more teachers with specific teacher qualifications; 1987 data refer to percentages of elementary schools with some, most, or all teachers who have specific teacher qualifications. Totals add up to more than 100% because respondents could check more than one response.

Figure 23. Elementary Schools With Foreign Language Programs That Have Native-Speaker Foreign Language Teachers (Public, Private, Total) (1987 and 1997)



Note: No statistical significance tests were conducted on these data.

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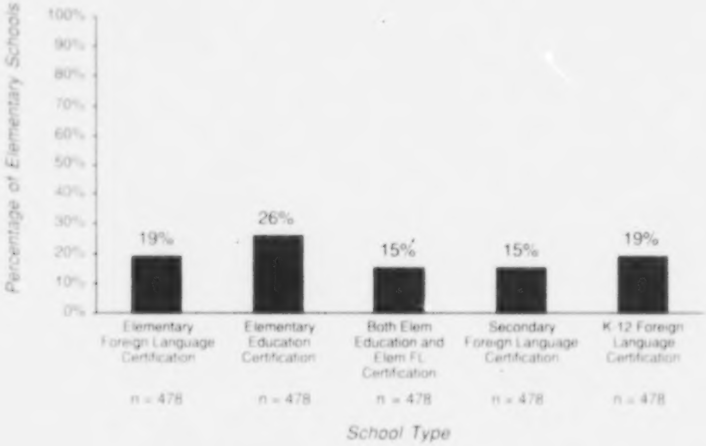
Figure 24 presents 1997 data on foreign language teacher qualifications in elementary schools.

Figure 24. Qualifications of Foreign Language Teachers in Elementary Schools With Foreign Language Programs (1997)



Note: No statistical significance tests were conducted on these data

In 1997, approximately one out of four elementary schools (26%) reported that their teachers were certified for elementary school teaching but not specifically for foreign language teaching (26% public, 23% private). Schools reported that they had one (17%), two (2%), three (2%), four (1%), five (1%), or six or more (3%) teachers in this category. Seventy-six percent (76%) of the schools reported that none of their teachers fell into this category. In 1987, two out of three schools (66%) reported that their teachers were certified for elementary school teaching but not specifically for foreign language teaching (66% public, 65% private).

Nearly one out of five elementary schools (19%) reported in 1997 that their teachers were certified for foreign language teaching at the elementary level (20% public, 16% private). Schools reported that they had one (13%), two (1%), three (1%), four (1%), five (.4%), or six or more (3%) teachers in this category. Eighty-two percent (82%) of the schools reported that none of their teachers was certified for foreign language teaching at the elementary level. In 1987, over half (52%) reported that at least some of their foreign language teachers were certified for foreign language teaching at the elementary level.

In 1997, 15% of elementary school respondents indicated that their teachers were certified for foreign language teaching at the elementary school level and for elementary school teaching (20% public, 12% private). Schools reported that they had one (10%), two (2%), three (1%), four (.1%), five (.3%), or six or more (2%) teachers in this category. Eighty-four percent (84%) of respondents indicated that there were no teachers in their school who were certified for both foreign language teaching at the elementary school level and for regular elementary school teaching.

Fifteen percent (15%) of elementary respondents reported in 1997 that one or more of their teachers were certified for foreign language teaching at the secondary school level but not at the elementary level (13% public, 16% private). Overall, schools reported that they had one (10%), two (2%), three (1%), four (0%), five (1%), or six or more (1%) foreign language teachers in this category. Eighty-six percent (86%) of schools had no teachers in this category. In 1987, approximately 6 out of 10 (62%) schools indicated that at least some of their teachers were certified for foreign language teaching at the secondary school level (60% public, 64% private).

In 1997, nearly one in five (19%) elementary schools reported having teachers who are certified for foreign language teaching at the K-12 level (22% public, 12% private). Schools reported that one (15%), two (.3%), three (1%), four (1%), five (1%), or six or more (1%) of their foreign language teachers had K-12 foreign language teaching certification. Eighty-two percent (82%) of schools had no teachers in this category.

Five percent (5%) of elementary schools in 1997 reported that one or more of their foreign language teachers were high school or college students (6% public, 3% private). Overall, schools reported that one (2%), two (1%), three (1%), four (no schools), five (1%), or six or more (.3%) of their foreign language teachers were high school or college students. Ninety-six percent (96%) of schools reported no teachers in this category. In 1987, 17% reported having teachers who were high school or college students (16% public, 17% private).

Twelve percent (12%) of schools indicated in 1997 that some of their foreign language teachers were not certified (8% public, 19% private). Most schools reported that one (10%) or two (2%) of their foreign language teachers did not have certification. Less than 1% reported three (.4%), four (.1%), five (.1%), or six or more (.2%) teachers in this category. Eighty-seven percent (87%) of schools indicated that they had no teachers in this category. In 1987, more than one out of five (21%) schools reported teachers who were adult volunteers (12% public, 34% private).

Secondary Schools

Table 23 compares 1987 and 1997 data on the qualifications of foreign language teachers in secondary schools. Public and private secondary school teacher qualification data from 1997 are also compared.

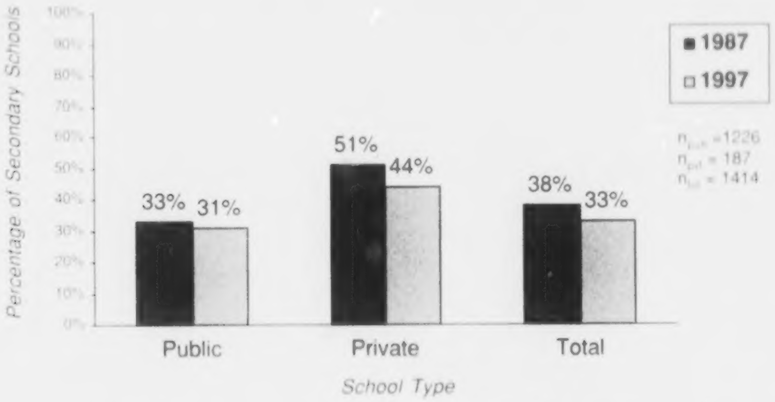
In 1997, one out of three secondary schools (33%) reported that one or more of their foreign language teachers were native speakers of the language being taught (31% public, 44% private; 29% middle/junior high, 39% high school). Overall, schools reported one (20%), two (8%), three (3%), four (1%) five (.1 %), or six or more (1%) teachers in this category. The highest percentage (50%) of schools with native-speaker teachers are in the Southwest Conference region. Sixty-seven percent (67%) of responding schools indicated that none of their teachers were native speakers. In 1987, 38% of responding secondary schools reported that some, most, or all of their foreign language teachers were native speakers of the language being taught (33% public, 51% private). (See Figure 25.)

Table 23. **Secondary School Teacher Qualifications, 1987 and 1997 (weighted data)**

Secondary Teacher Qualifications	*1987 Total n_{tot} varies*	*1997 Total n_{tot} = 1415*	*Public 1997*	*Private 1997*
Native speakers of the language being taught n_{tot} = 1414 (1997) n_{tot} = 1019 (1987)	38%	33%	31%	44%
Certified for foreign language teaching at the secondary level n_{tot} = 1124 (1987)	95%	82%	84%	77%
Certified for secondary school teaching but not specifically for foreign language teaching n_{tot} = 748 (1987)	21%	9%	7%	16%
Certified for foreign language teacning at the elementary school level but not at the secondary level (1997 only)	—	3%	2%	8%
Certified for foreign language teaching at the K-12 level (1997 only)	—	25%	26%	21%
Certified in a different foreign language from the one they teach (1997 only)	—	9%	9%	8%
Certified in more than one foreign language (1997 only)	—	34%	35%	34%
Others who are not certified (1997 only)	—	11%	8%	33%
Not certified at all (1987 only) n_{tot} = 666 (1987)	9%	—	—	—

Note: 1997 data refer to percentage of secondary schools with one or more teachers with specific teacher qualifications; 1987 data refer to percentages of secondary schools with some, most, or all teachers who have specific teacher qualifications. Totals add up to more than 100% because respondents could check more than one response.

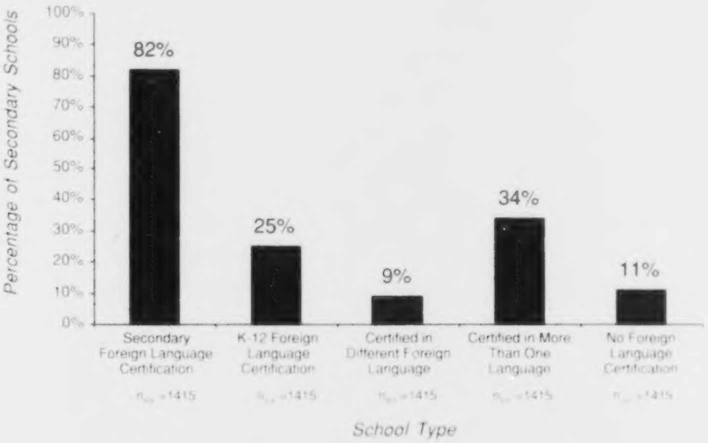
Figure 25. **Secondary Schools With Foreign Language Programs That Have Native-Speaker Foreign Language Teachers (Public, Private, Total) (1987 and 1997)**



Note. No statistical significance tests were conducted on these data.

Figure 26 presents 1997 data collected on foreign language teacher qualifications in secondary schools.

Figure 26. **Qualifications of Foreign Language Teachers in Secondary Schools With Foreign Language Programs (1997)**



Note: No statistical significance tests were conducted on these data

More than eight out of ten secondary schools (82%) indicated in 1997 that their teachers were certified for foreign language teaching at the secondary level (84% public, 77% private; 72% middle/junior high, 92% high school). Overall, schools reported that one (23%), two (19%), three (12%), four (9%), five (5%), or six or more (14%) of their foreign language teachers were in this category. Approximately one of five (18%) responding schools reported that none of their teachers were certified for foreign language teaching at the secondary level. In 1987, more than nine out of ten (95%) schools indicated that at least some of their teachers were certified for foreign language teaching at the secondary level (97% public, 87% private).

In 1997, 9% of secondary schools reported that one or more of their teachers were certified for secondary school teaching but not specifically for foreign language teaching (7% public, 16% private; 8% middle school/junior high, 9% high school). Overall, schools reported that one (5%), two (2%), three (.3%), four (.1%), five (.2%), or six or more (1%) of their foreign language teachers were in this category. Ninety-one percent (91%) of schools reported that none of their teachers had this type of certification. In 1987, approximately one out of five schools (21%) reported that some, most, or all of their teachers were certified for secondary school teaching but not specifically for foreign language teaching (18% public, 33% private).

Only 3% of secondary schools reported in 1997 that one or more of their teachers was certified for foreign language teaching at the elementary school level but not at the secondary level (2% public, 8% private; 5% middle school/junior high, .1% high school). Overall, schools reported that one (2%), two (.4%), three (.1%), four (.2%), or six or more (.1%) of their teachers were in this category. Ninety-seven percent (97%) of responding schools reported no teachers with this type of certification.

In 1997, one in four (25%) responding secondary schools indicated that their teachers were certified for foreign language teaching at the K-12 level (26% public, 21% private, 28% middle school/junior high, 25% high school). Overall, schools reported that one (14%), two (5%), three (2%), four (1%), five (1%), or six or more (2%) of their foreign language teachers had this type of certification. Seventy-five percent (75%) of schools indicated that none of their teachers were certified for foreign language teaching at the K-12 level.

Approximately one out of ten secondary schools (9%) reported having teachers certified in a different foreign language from the one they teach (9% public, 8% private, 8% middle school/junior high, 11% high school) in 1997. Schools reported that one (6%), two (2%), three (1%), four (.1%), five (0%), or six or more (.2%) of their teachers were certified in a different language. Ninety-one percent (91%) of schools reported no teachers certified in a different foreign language from the one they teach.

More than one third (34%) of responding secondary schools reported in 1997 that their teachers were certified in more than one foreign language (35% public, 34% private, 24% middle school/junior high, 43% high school). Schools reported that one (17%), two (11%), three (3%), four (2%), five (1%), or six or more (.4%) of their foreign language teachers fell into this category. Approximately two thirds (67%) of secondary schools reported that none of their teachers were certified in more than one foreign language.

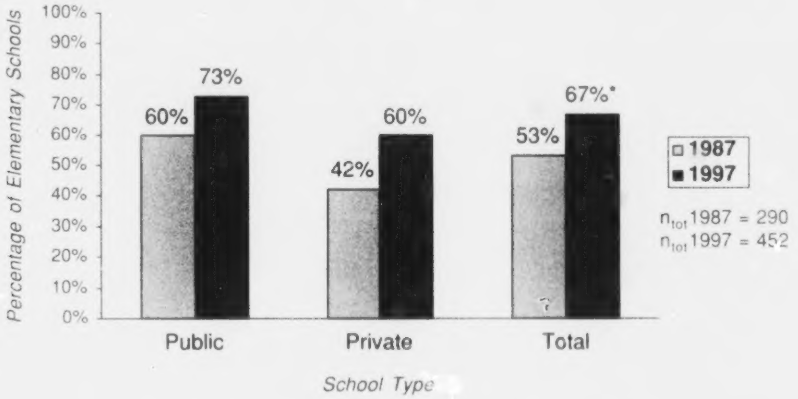
One out of ten secondary schools (11%) reported in 1997 having teachers who were not certified (8% public, 33% private, 9% middle school/junior high, 9% high school, 16% combined). Overall, schools reported that one (7%), two (2%), three (1%), four (.1%), five (.3%), or six or more (1%) of their foreign language teachers were not certified. Ninety percent (90%) reported that they had no teachers who were not certified. In 1987, fewer than one out of five (9%) secondary schools reported that their foreign language teachers were not certified at all (2% public; 32% private).

Staff Development and In-Service Training

As in 1987, respondents were asked whether any of the language teachers at their school had participated in staff development or in-service teacher training during the preceding year, and if so, what kind. Participation in staff development and in-service teacher training increased significantly from 1987 to 1997. In 1997, over two thirds (67%) of elementary schools that offer foreign language classes reported that their language teachers had participated in staff development or in-service training during the past year. This compares to only about half of the elementary schools with foreign language programs (53%) in 1987. (See Figure 27.)

From 1987 to 1997, there were considerable increases in the percentages of both public and private elementary schools with language teachers who had participated in staff development during the last year (73% in 1997 vs. 60% in 1987 for public schools; 60% in 1997 vs. 42% in 1987 for private schools). In 1997, a smaller percentage of suburban schools (both public and private) had teachers who had participated in training than schools in other settings (78% urban, 78% rural, 58% suburban for public schools; 67% urban, 58% rural, 54% suburban for private schools). Staff development for language teachers also varied across geographic conference regions: Pacific Northwest Council, 77%; Southern Conference, 72%; Central States Conference, 66%; Northeast Conference,66%; and Southwest Conference, 58%.

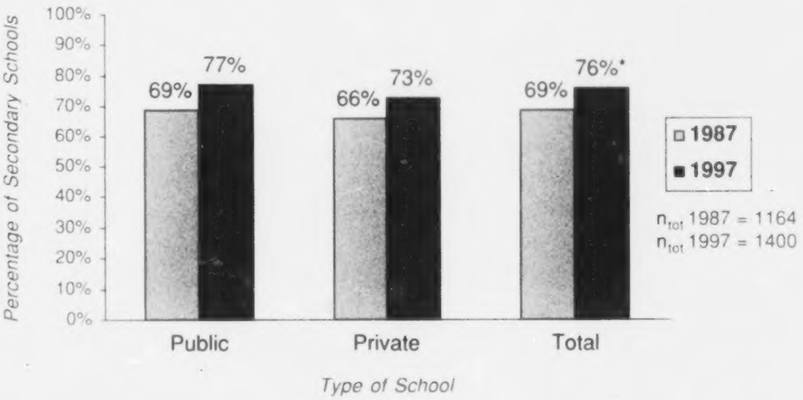
Figure 27. **Elementary Schools With Foreign Language Programs That Have Foreign Language Teachers Participating in In-Service Training (Public, Private, Total) (1987 and 1997)**



* Indicates a statistically significant increase from 1987 to 1997

At the secondary school level, over three quarters (76%) of schools with foreign language programs reported that their language teachers attended staff development or in-service training, a statistically significant increase from 1987 (69%). (See Figure 28.) Although there were considerable increases in the percentages of both public and private schools reporting this from 1987 to 1997, there was little variation by school type at the secondary level in 1997 (77% public, 73% private). Higher percentages of high school teachers were participating in staff development than were teachers of middle or junior high schools (84% high school, 68% middle school/junior high) in 1997. Participation in in-service training varied somewhat by the setting in both public schools (83% suburban, 80% urban, 73% rural) and private schools (82% urban, 69% suburban, 66% rural).

Figure 28. **Secondary Schools With Foreign Language Programs That Have Foreign Language Teachers Participating in In-Service Training (Public, Private, Total) (1987 and 1997)**



* Indicates a statistically significant increase from 1987 to 1997

In addition, incidence of staff development activities increased with the size of the school (59% small, 81% medium, 85% large, 90% largest). There was also variation across geographic conference regions: Northeast Conference, 88%; Central States Conference, 78%; Southern Conference, 72%; Pacific Northwest Council, 70%; and Southwest Conference, 68%.

Types of Staff Development and In-Service Training

Approximately 56% of the elementary schools and 69% of the secondary schools whose language teachers had participated in staff development during the last year provided information about the type of activity involved. Because some of the respondents providing this additional information gave multiple answers (and the responses are not mutually exclusive), percentages for the categories add up to more than 100%. In addition, because the question was open ended, some respondents provided very general information or merely listed the examples of training that were mentioned in the survey question.

Elementary Schools

The most frequently cited staff development activity at the elementary level was workshops. Over half (54%) of the elementary school respondents who provided information about the type of training said that teachers at their school had attended workshops during the last year. (See Table 24 and Figure 29.) Respondents indicated that their teachers had attended either language teaching workshops (e.g., FLES workshops, Spanish as a foreign language workshops, University of Maryland/Baltimore County Spanish Teacher Day, monthly bilingual department workshops) or more general teaching- or classroom-related workshops (e.g., global awareness, tactics, philosophy, culture and arts, elements of instruction, reading, self-esteem).

Table 24. **Type of Staff Development or In-Service Teacher Training Attended by Elementary Teachers, 1997 (weighted data)**

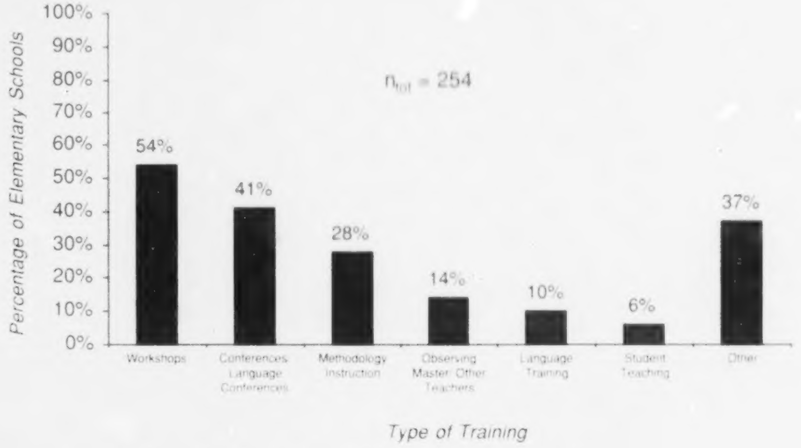
Staff Development	*Total* $n_{tot} = 254$	*Public* $n_{tot} = 152$	*Private* $n_{tot} = 102$
Workshops	54%	54%	53%
Conferences/Language Conferences	41%	44%	36%
Methodology Instruction	28%	24%	33%
Observing Master Teachers/Other Teachers	14%	11%	18%
Language Training	10%	13%	6%
Student Teaching	6%	6%	6%
Other	37%	43%	27%

Note: Totals add up to more than 100% because respondents could check more than one response.

More than 4 out of 10 schools (41%) reported that their foreign language teachers had attended local, regional, state, or national conferences during the previous year. Respondents either did not specify the nature of the conference or provided specific information about whether it was a language conference (e.g., Advocates for Language Learning, Connecticut Council on Languages Teachers, foreign language standards conference, bilingual conference) or a more general conference (e.g., reading conference, independent school conference, or state conference).

Approximately 3 out of 10 schools (28%) reported that their teachers had received instruction or training in methodology.

Figure 29. **Elementary Schools With Foreign Language Programs That Have Foreign Language Teachers Participating in Various Types of In-Service Training (1997)**



Note No statistical significance tests were conducted on these data.

Fourteen percent (14%) of elementary schools reported that their foreign language teachers had observed master teachers or other teachers as a mode of training. Some respondents specifically indicated observing master or mentor teachers; others mentioned visiting the classrooms of teachers at other schools, observing teachers in their school, or acting as peer teachers.

Approximately 10% of the responding elementary schools said that their teachers had receiving language training (training in the foreign language itself) during the last year.

Another 6% of schools reported that their foreign language teachers had participated in student teaching activities during the last year (although it is not known whether the teachers were student teachers themselves or served as supervisors to student teachers).

Nearly 4 out of 10 schools (37%) reported other staff development activities, including general and specific mentions of in-service training (regular, district, and self-designed), language-related and general university classes, training in curriculum development, technology training, training in assessment and testing, study abroad or travel to other countries, training related to the national standards or state frameworks for foreign language learning, oral proficiency training, and training in TV or satellite instruction. Other training activities included such topics as teacher/student issues, literacy, Reading Recovery, peer mediation, behavior management, lesson design, instruction management, school improvement, classroom management, supervision, study skills, thinking skills, and multiple intelligences, to list only a few.

Secondary Schools

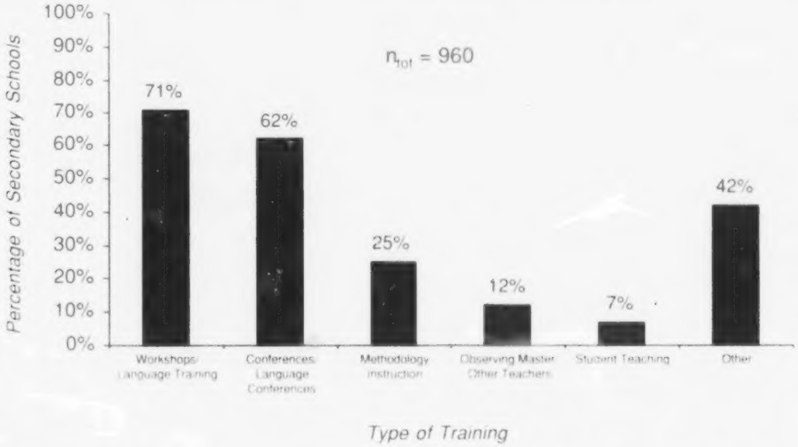
Workshops were the most frequently reported staff development activity at the secondary level, with 71% of responding schools reporting that their foreign language teachers had attended workshops during the last year. (See Table 25 and Figure 30.) This category also included a substantial number of schools whose teachers had received training in the foreign language itself. Respondents reported a wide range of language workshops (e.g., immersion workshops, language seminars, Montana Association of Language Teachers spring workshop, state and regional language association workshops) as well as a range of general workshops on a variety of topics (e.g., literacy, advanced placement, critical skills, writing, motivation, culture, publisher workshops, pre-school workshops). Many respondents simply listed "workshop" or "language workshop" and did not specify the name or type. This category also included language training responses, some of which were specified (e.g., language training in Europe, intensive language weeks, training by the French Consulate of California, German immersion weekend) and others which were not.

Table 25. Type of Staff Development or In-Service Teacher Training Attended by Secondary Teachers, 1997 (weighted data)

Staff Development	*Total* $n_{tot} = 960$	*Public* $n_{tot} = 833$	*Private* $n_{tot} = 125$
Workshops/Language Workshops/Language Training	71%	69%	82%
Conferences/Language Conferences	62%	62%	62%
Methodology Instruction	25%	26%	15%
Observation/Observing Master Teachers	12%	11%	18%
Student Teaching	7%	8%	6%
Other	42%	44%	29%

Note: Totals add up to more than 100% because respondents could check more than one response.

Figure 30. Secondary Schools With Foreign Language Programs That Have Foreign Language Teachers Participating in Various Types of In-Service Training (1997)



Note: No statistical significance tests were conducted on these data.

More than six out of ten (62%) secondary schools reported that their foreign language teachers had attended local, regional, state, or national conferences. Some respondents indicated the names of the conferences (e.g., American Council on the Teaching of Foreign Languages, Modern Language Association, Montana Association of Language Teachers, Southern Conference, American Classical League, and Northeast Conference). Other respondents specified types of conferences (e.g., oral proficiency/interviewing conferences, translation skills conference, Advanced Placement conferences, teacher conferences, independent schools convention, culture conference). Many respondents did not specify the type of conference attended.

One quarter (25%) of the responding secondary schools said that their teachers had received instruction in methodology during the previous year. Respondents who specified training mentioned such things as dual language methodology, Rassias methodology, teaching methods training, FLES methodology and practice, and Advanced Placement methodology.

Twelve percent (12%) of secondary schools indicated that their teachers had either observed master or mentor teachers, or that they had observed other teachers as a training activity (e.g., peer observation, observing other teachers, observation of foreign language teachers at other schools).

Seven percent (7%) of the schools reported that teachers were involved in or had participated in student teaching activities. Of those who specified, some had themselves been student teaching while others had coordinated or supervised student teachers.

More than 4 out of 10 secondary schools (42%) reported other staff development activities, including technology training (e.g., Internet, computer training, software training, computer-assisted language learning courses), training in assessment/testing (e.g., oral proficiency interview training, proficiency standards workshop, Simulated Oral Proficiency Interview training, evaluating writing and oral skills, authentic assessment, performance assessment, alternative assessment, portfolio assessment, testing); training in curriculum development (e.g., curriculum writing, planning, design, revision; state curriculum standards development); training related to the national standards or state frameworks for foreign language learning (Framework design—Goals 2000, Nebraska Frameworks Project, state standards, standards implementation, working on foreign language commission for state standards); training in TV and satellite instruction (e.g., training in ITV, distance learning, satellite broadcast); and travel abroad.

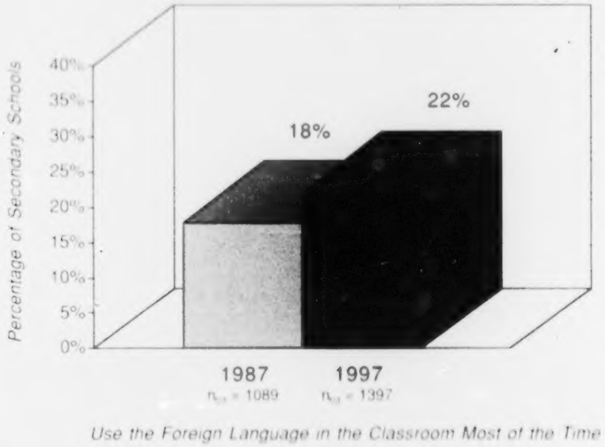
A variety of other types of training mentioned included cultural sensitivity, teaching strategies, writing skills, learning styles, adapting materials to block schedules, team teaching techniques, classroom management, multiple intelligences, conflict resolution, sex discrimination, crisis management, CPR, leadership, K-12 certification, learning disabilities, thinking skills, and brain-based learning, to name a few. Respondents also mentioned language-specific training activities such as Survival Spanish program, job sharing with language teachers city-wide, training in Total Physical Response (TPR), storytelling, language networking, articulation and achievement project, cultural activities, cooperative learning, textbook adoption, peer training, interdistrict articulation, language lab training, Helena Curtain's workshops, teacher exchanges, and foreign language festivals, among others.

Extent to Which Language Teachers Use the Foreign Language in the Classroom (Secondary Schools Only)

Although still low, there was a slight increase in the percentage of secondary foreign language teachers who use the target language for most classroom communication. Because there were differences in the format of this question between 1987 and 1997, no statistical significance tests were conducted on the data.[6]

In 1997, one in five (21%) responding secondary schools reported that their language teachers use foreign language in the classroom 75% to 99% of the time, and another 1% reported that classes are conducted in the foreign language 100% of the time, for a total of 22%. In 1987, nearly one in five (18%) of the responding schools reported that the typical language teacher used the foreign language in the classroom 75% to 100% of the time. (See Figure 31.)

Figure 31. Secondary Schools With Foreign Language Programs That Have Foreign Language Teachers Using the Foreign Language in the Classroom Most (75-100%) of the Time (1987 and 1997)



Note: No statistical significance tests were conducted on these data.

In 1997, approximately half (47%) of the secondary school respondents reported that their foreign language teachers use the foreign language in the classroom between 50% and 74% of the time. In 1987, a little over half (54%) of the responding schools reported that the typical foreign language teacher used the foreign language in the classroom between 50% and 74% of the time.

In 1997, nearly a third (32%) of the schools reported that language teachers use the foreign language in the classroom less than 50% of the time. In 1987, 28% of the responding schools reported that the typical language teacher used the foreign language less than 50% of the time.

Schools' Characterization of Their Foreign Language Programs

Schools were asked to characterize the problems and successes encountered by their foreign language programs. In 1987, schools were asked only about the most serious problems they saw confronting their foreign language program. In 1997, the format and wording of this question were changed in an attempt to make it easier for schools to respond, and also to give respondents an opportunity to provide information about positive aspects of their foreign language program as well as about the challenges or problems. Because of these considerable format and wording differences from 1987 to 1997, caution should be taken when interpreting changes over time.[7] (The survey results described below are summarized in Tables 26, 27, and 28.)

Elementary Schools: Areas of Success

The 1997 survey indicates some particular areas of success at the elementary level. The most positive finding is that the vast majority of elementary schools (90%) with foreign language programs were pleased with the quality of foreign language teaching. This was true for both public and private schools (89% public, 92% private).

It is also encouraging to see that more than 8 out of 10 responding elementary schools were pleased with school support and community support for foreign language instruction (84% and 83% respectively). Private schools were considerably more pleased than public schools with school support (79% public, 93% private) and somewhat more pleased with community support (81% public, 88% private).

Additionally, a majority of elementary schools were pleased with the quality of foreign language materials (77%) and with the quality of the foreign language curriculum framework/guidelines (72%). This is in contrast to the 1987 finding where a lack of quality materials and lack of an established curriculum or guidelines were cited as major problems.

Elementary Schools: Areas of Concern

Several issues of concern to elementary schools in 1987 were still reported as concerns a decade later. These include shortages in funding, the quality of pre-service and in-service training, and inadequate sequencing from elementary to secondary school programs. Areas of additional concern in 1997 include poor academic counseling for language class selection, the inadequacy of placement and proficiency tests, and the ratio of foreign language teachers to students.

The few additional written comments included by elementary school respondents focused on funding and sequencing. One respondent noted that "Parish-level support is non-existent and no materials are provided." Another indicated that they "don't feel [the] middle school has [a] proper program for students." Another high school respondent noted that there are "no Japanese programs for K-8 grade levels."

Secondary Schools: Areas of Success

Areas of success at the secondary level included the finding that more than 9 out of 10 secondary schools (91%) were pleased with the quality of foreign language teaching. This was true for both public and private schools (91% public, 90% private). Additionally, a majority of secondary school respondents were pleased with the quality of foreign language materials (78%) and the quality of the foreign language curriculum/guidelines (78%). It should be noted that a lack of quality foreign language instructional materials was considered a major problem by secondary school respondents in 1987.

Another positive trend is that three out of four secondary schools were pleased with school support for foreign language instruction (75%). Again, more private than public school respondents were pleased with the level of support (73% public, 83% private).

Secondary Schools: Areas of Concern

The shortage of funds, shortage of teachers, inadequate sequencing, lack of quality materials, poor academic counseling, and inadequate in-service training were all major problems in 1987 for secondary schools with foreign language programs. Many of these same issues continue to be of concern in 1997.

Sequencing/articulation from elementary to secondary school foreign language classes was the most frequently cited concern for secondary schools in 1997, followed by the quality of in-service training, the need for academic counseling for language class selection, funding, adequacy of foreign language placement tests, and the ratio of foreign language teachers to students.

Additional comments included by secondary schools focused on the issues of funding, quality of materials, sequencing and articulation, adequacy of the foreign language tests, and teacher training.

Table 26. **Elementary Schools Characterize Their Foreign Language Programs, 1997**

Program Characteristic	*Displeased*	*Pleased*
Academic Counseling	**49%**	51%
Quality of in-service training	**48%**	52%
Quality of pre-service preparation of foreign language teachers	**47%**	53%
Amount of funding for foreign language instruction	**46%**	54%
Adequacy of foreign language placement tests	**43%**	57%
Sequencing (articulation) from elementary to secondary foreign language classes	**40%**	61%
Ratio of foreign language teachers to students	39%	61%
Adequacy of foreign language proficiency tests	37%	64%
Realistic expectations of the public/parents regarding foreign language instruction	29%	71%
Quality of foreign language curriculum framework/guidelines	28%	72%
Quality of foreign language materials	24%	**77%**
Community support for foreign language instruction	17%	**83%**
School support for foreign language instruction	16%	**84%**
Quality of foreign language teaching	10%	**90%**
Other	38%	63%

Note: In 1997, if 40% or more of the schools indicated that they disagreed/strongly disagreed that they were pleased with a foreign language program issue, that issue was considered one of the most frequently cited "displeasing" program characteristics. If 75% or more of the schools agreed/strongly agreed that they were pleased with an issue, it was considered one of the most frequently cited "pleasing" program characteristics. A range of other program issues fall between. Some totals for program characteristics may add up to more than 100% because of rounding.

Table 27. **Secondary Schools Characterize Their Foreign Language Programs, 1997**

Program Characteristic	*Displeased*	*Pleased*
Sequencing (articulation) from elementary into secondary school foreign language classes	**58%**	43%
Quality of in-service training for foreign language teachers	**51%**	49%
Academic counseling for language class selection	**51%**	48%
Amount of funding for foreign language instruction	**48%**	53%
Adequacy of foreign language placement tests	**45%**	56%
Ratio of foreign language teachers to students	**40%**	60%
Realistic expectations of the public/parents regarding foreign language instruction	37%	63%
Quality of pre-service preparation of foreign language teachers	35%	65%
Adequacy of foreign language proficiency tests	35%	65%
Community support for foreign language instruction	32%	68%
School support for foreign language instruction	26%	**75%**
Quality of foreign language materials	22%	**78%**
Quality of foreign language curriculum framework/guidelines	22%	**78%**
Quality of foreign language teaching	9%	**91%**
Other	50%	50%

Note: In 1997, if 40% or more of the schools indicated that they disagreed/strongly disagreed that they were pleased with a foreign language program issue, that issue was considered one of the most frequently cited "displeasing" program characteristics. If 75% or more of the schools agreed/strongly agreed that they were pleased with an issue, it was considered one of the most frequently cited "pleasing" program characteristics. A range of other program issues fall between. Some totals for program characteristics may add up to more than 100% because of rounding.

Table 28. Major Problems Confronting Foreign Language Instruction in Elementary and Secondary Schools, 1987

Major Problem	*1987 Elementary*	*1987 Secondary*
Shortage of funding	53%	52%
Inadequate in-service training	15%	17%
Poorly trained teachers	11%	6%
Not enough teachers	34%	25%
Lack of quality materials	30%	23%
Lack of established curriculum	26%	10%
Inadequate sequencing from elementary to secondary	28%	25%
Poor academic counseling	3%	16%
Lack of school support	10%	11%
Lack of community support	8%	13%
Inadequate placement tests	4%	7%
Inadequate proficiency tests	3%	6%
Unrealistic public expectations	8%	11%
Other	20%	24%

Assessment

Elementary Schools

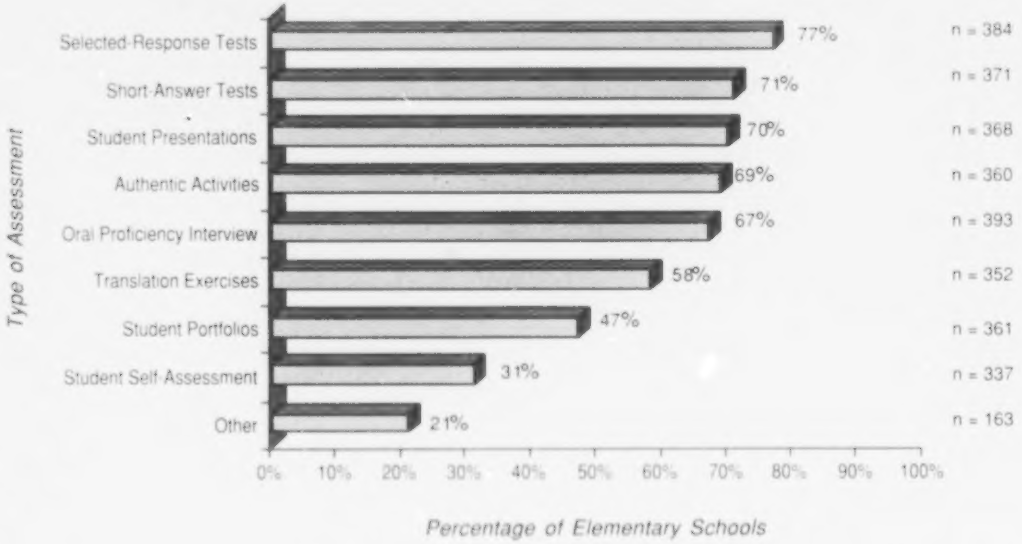
Respondents from elementary schools indicated a wide range of strategies for assessing students' language proficiency. Seventy-seven percent (77%) said students take selected-response tests (multiple choice, matching, etc.) (71% for public, 85% for private); 71% use short-answer tests (62% for public, 82% for private); 70% ask students to prepare presentations or demonstrations (62% for public, 81% for private); 69% noted that students engage in authentic activities (68% for public, 71% for private); 67% use oral proficiency interviews (69% for public, 64% for private); 58% use translation exercises (44% for public, 76% for private); 47% use student portfolios (48% for public, 46% for private); and 31% use student self-assessment (35% for public, 27% for private). (See Figure 32.)

A total of 33 respondents added written comments about assessment, many of which reinforced the subcategory items selected. A number of the respondents mentioned using a variety of other strategies for assessing students' language proficiency, such as memory/recitation, informal assessment (such as teacher observation and anecdotal notes), and what one respondent called "receptive and productive assessment." Several other respondents listed various specific formal assessments, such as the *Spanish Assessment of Basic Education (SABE)*, the *Language Assessment Scales (LAS)*, and the *National Latin Exam*. Others stated that there was no assessment in place in their schools, while one noted that assessment instruments were being developed together with a new language program.

Secondary Schools

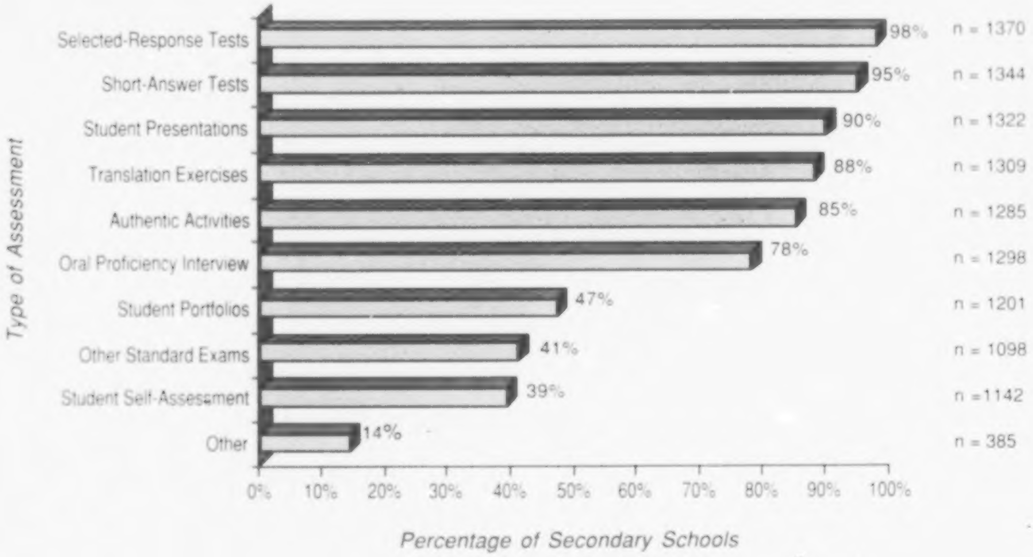
Respondents from middle school/junior highs and high schools indicated a range of strategies for assessing students' language proficiency. Ninety-eight percent (98%) have students take selected-response tests (96% for middle school/junior high, 99% for high school); 95% said students take short-answer tests (92% for middle school/junior high, 97% for high school); 90% ask students to prepare presentations/demonstrations (85% for middle school/junior high, 94% for high school); 88% use translation exercises (82% for middle school/junior high, 89% for high school); 85% have students engage in authentic activities (81% for middle school/junior high, 90% for high school); 78% indicated using

Figure 32. Language Proficiency Assessment Used by Elementary Schools (1997)



Note: No statistical significance tests were conducted on these data.

Figure 33. Secondary Schools With Foreign Language Programs Using Various Assessments of Students' Language Proficiency (1997)



Note: No statistical significance tests were conducted on these data.

oral proficiency interviews (75% for middle school/junior high, 79% for high school); 47% use student portfolios (48% for middle school/junior high, 47% for high school); 41% use various other standard exams (18% for middle school/junior high, 58% for high school); and 39% use student self-assessment (42% for middle school/junior high, 38% for high school). (See Figure 33.)

When comparing public and private secondary schools, the differences were most apparent (7% or greater) for four assessment strategies. Public schools use more portfolios (48% vs. 41%) and student self-assessment (41% vs. 28%), while private schools use more translation activities (94% vs. 87%) and various standard exams (60% vs. 38%).

Many respondents provided written comments that reinforced the subcategory items listed above that they had already selected. A considerable number of respondents mentioned the use of various additional strategies for assessing language proficiency, including, from most frequent to least, writing (essays, compositions, poetry, journals, etc.), state and national language competitions, listening tests, oral assessments (tape recorded readings, singing songs, choral responses), teacher-made assessments, and research assignments. Other respondents mentioned using total physical response, peer assessment, and Internet activities for student evaluations.

Standards for Foreign Language Learning

Elementary Schools

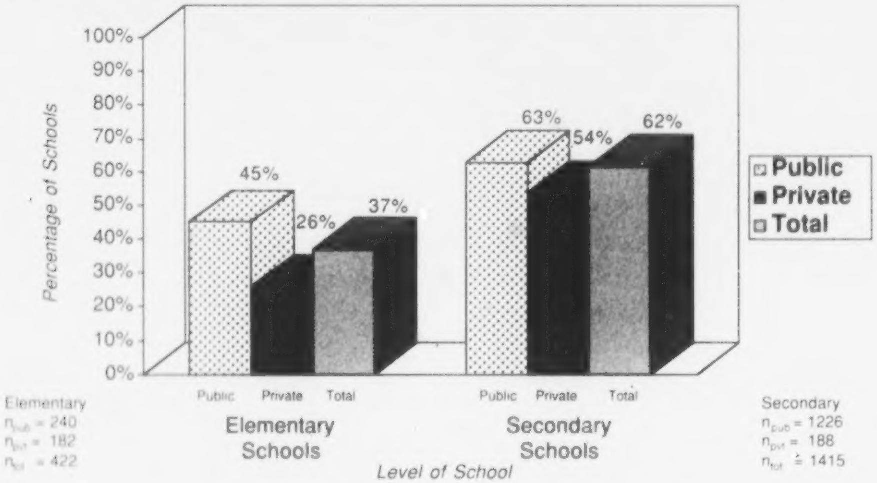
Thirty-seven percent (37%) of elementary school respondents indicated that teachers in their schools were aware of the national standards for foreign language learning and/or state standards. Many more respondents from public schools (45%) than from private schools (26%) indicated teacher awareness of standards. (See Figure 34.) Among public schools, nearly the same percentage of respondents from urban, suburban, and rural settings noted teacher awareness of standards: 43%, 45%, and 45%, respectively.

There was some striking variation in teacher awareness from one region of the country to another. When respondents were grouped by foreign language conference area, those from the Northeast Conference, the Central States Conference, and the Southern Conference indicated similar rates of awareness (44%, 43%, and 40% respectively). Respondents from the Pacific Northwest Council and the Southwest Conference showed a lower awareness (32% and 10% respectively).

Over half of the elementary school respondents (57%) who answered that their teachers were aware of the standards noted that their schools' foreign language curricula had changed because of their awareness of the standards. Differences between public and private schools were relatively minor (58% and 54%, respectively). (See Figure 35.) Among public schools, however, a considerably higher percentage of urban schools (78%) indicated curriculum change than did rural (53%) or suburban (50%) schools. The variation in amount of curriculum change from one regional foreign language conference area to another was large: 74% for the Pacific Northwest Council, 67% for the Northeast Conference, 49% for both the Southern Conference and the Central States Conference, and 33% for the Southwest Conference.

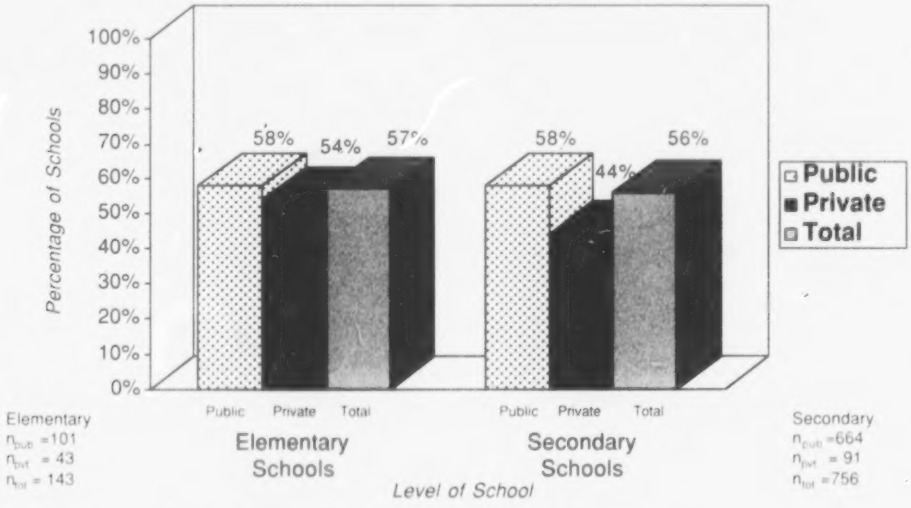
A total of 22 respondents added written comments to the question concerning whether their schools' curricula had changed due to an awareness of the standards. Of these, many indicated that their foreign language curricula had not changed due to an awareness of standards. Of this group, some noted that their curricula were based on standards-like

Figure 34. **Elementary and Secondary Schools With Foreign Language Programs That Are Aware of the National Standards for Foreign Language Learning and/or Their State's Version of the Standards (1997)**



Note: No statistical significance tests were conducted on these data.

Figure 35. **Elementary and Secondary Schools With Foreign Language Programs Reporting That Their Foreign Language Curriculum Had Changed Due to Awareness of the National Standards for Foreign Language Learning and/or Their State's Version of the Standards (1997)**



Note: No statistical significance tests were conducted on these data.

principles before standards were developed. These respondents wrote: "It [our curriculum] always was in line with the SOLs [Standards of Learning]," "We were already doing those things," and "I feel that we have been striving towards these standards." It is interesting to note that despite these respondents' having said that their curricula had not changed because of the standards, they believed that their curricula met the objectives of the standards.

Other respondents who said that their curriculum had not changed commented that their foreign language curricula were currently being revised, that there was a lack of time and money for making changes, that there was currently no curriculum in place, or that their curriculum addressed student needs but was not based on standards.

A considerable number of respondents who added comments answered that their curricula *had* changed due to the standards. Among these, respondents reaffirmed the influence of standards on their curricula in a general manner ("Program has evolved with national and state standards as guides"), mentioned specific aspects of their curricula that have changed ("Activities focusing on authentic use of the language are emphasized"), and noted current or future changes ("This is the first year for our elementary school program and we are still working on structure and continuity").

A number of those who added written comments either had not responded to the question about standards or had responded both affirmatively and negatively. These respondents wrote that their schools had just received copies of the standards, that they were in the process of making changes, that change had occurred in some classes but not others, or that they didn't know how to answer the question. Some of these comments suggest that although changes have not been fully implemented in foreign language curricula, schools are in the process of revising curricula to reflect the goals of the standards.

Secondary Schools

More than 6 out of 10 (62%) secondary school respondents that have foreign language programs at their schools indicated that teachers at their schools have an awareness of the national standards for foreign language learning and/or their state's version of the standards. A higher percentage of public schools indicated teacher awareness of the standards than did private schools (63% public, 54% private). (See Figure 34.) Looking at public schools in greater depth, suburban schools indicated a higher rate of awareness than did urban and rural schools (78%, 65%, and 56%, respectively). There was also variation according to foreign language conference region: 78% for the Northeast Conference, 64% for the Central States Conference, 56% for the Southern Conference, 51% for the Southwest Conference, and 51% for the Pacific Northwest Council. Furthermore, 68% of high school respondents indicated teacher awareness of standards, compared to 57% of those from the middle school/junior high level.

Over half (56%) of secondary school respondents who answered that their teachers were aware of the standards indicated that their schools' foreign language curricula had changed due to an awareness of standards. Considerably more respondents from public schools (58%) than from private schools (44%) noted change. (See Figure 35.) Among public schools, 61% of those from suburban areas indicated a change in their curricula, while 58% of those in urban settings and 56% in rural schools did so.

Differences emerged regarding curriculum change in response to awareness of the standards when respondents were grouped by foreign language conference region: 66% for the Northeast Conference, 60% for the Pacific Northwest Council, 56% for the Southwest Conference, and 51% each for both the Southern Conference and the Central States Conference.

There was little difference between the high school (56%) and junior high/middle school level (53%) when comparing changes due to the standards.

A total of 110 respondents provided written comments to the question concerning whether their schools' curricula had changed due to an awareness of the standards. Among these, considerably more respondents answered that their schools' curricula *had* changed than that it had *not*.

Of those who answered that their curricula *had* changed, many noted that their curricula were aligned with foreign language standards or that their curricula embodied standards-like principles prior to the development of actual standards. A large number of these respondents commented on specific features that had changed in their schools' foreign language curricula due to an awareness of the standards. They noted that their curricula had a greater focus on proficiency ("We have become more proficiency oriented," "Indiana is adopting proficiency-based instructional guidelines"). Others mentioned an increased emphasis on assessment ("assessment in four skill areas," "we have been emphasizing . . . authentic assessment"), while others wrote that either new instructional levels or requirements had been added to their curricula. In some cases, respondents commented on two specific areas of change, such as assessment and proficiency. Other respondents citing specific changes to their curricula mentioned integrating more projects on culture, making the curriculum more activity-based, adding an aural/oral emphasis, teaching "structure through culture," and creating a new teacher position.

A considerable number of respondents noted that their foreign language curricula were in the process of being changed or revised. These are representative comments: "We are currently involved in a system-wide curriculum revision so that we may meet standards"; "Curriculum update and implementation 1995-96"; "Curriculum committee currently rewriting objectives"; "In the process"; and "We all have the national and state standards and are working toward them."

Other comments that did not readily fit into a category range from "I'd like to know more about standards" to "It is one of the main objectives of the school to improve the foreign language program this year" to "I am aware of the standards but the other (non-foreign language) teachers are not."

Some respondents wrote that they were just becoming aware of standards or that standards had just been introduced to their schools. Respondents noted: "These standards were just introduced this year to our school (1996)"; "Teachers are just becoming educated on standards/are experimenting (some)"; "We have just received them and hope to implement some changes"; and "We are just becoming aware of the national standards and are at the beginning stage of implementing them in and throughout our program."

According to a small number of respondents, teachers and administrators were actively involved in developing standards at the district or state level. One respondent wrote, "Our assistant principal, a former language teacher, served on state standards committee," while another respondent commented, "Several of us are involved in state standards task force, which will make its way down to district curriculum writing within next year or two."

Finally, a few respondents stated that they were aware of standards but their schools/districts lacked the funds and professional development to implement them. These respondents stated that "Knowing the best procedures and techniques does not mean there is training, conferences, or money for implementation" and "We know what we should be doing and what we need to do—however, with no elementary/middle school program and no funds—virtually impossible."

What is perhaps most striking about the written comments of those who answered that their language curricula *had* changed is the extent to which an awareness of standards has changed foreign language curricula even for those respondents who reveal that they have just become aware of standards or are in the beginning stages of curriculum revision. For respondents who cited a lack of funding and professional development opportunities as obstacles to implementing standards, it is noteworthy that in the face of such problems they acknowledged that an awareness of standards has changed their foreign language curricula.

Among those who had answered that their curricula had not been influenced by standards, a considerable number commented that their foreign language curricula met standards-like goals prior to the actual development of standards. Representative comments include these: "We were already working toward the goals established in the standards"; "We were pretty much on target as it was"; "Our requirements were more stringent than national standards and still are"; "We were beyond the standards because we developed our own curriculum three years ago"; and "We have followed consistently what is now a part of the written standards."

According to another group of respondents who answered that their curriculum had not been influenced by the standards, changes will occur in their foreign language curricula to ensure alignment with standards.[8] Respondents noted, "We have a goal to study the national and state standards and align them with our own"; "We keep up to date, and teachers will change because of last year's publication of standards"; and "We will work on a county-wide foreign language curriculum in the near future." This category of responses is significant because when the number of those whose curricula were already aligned with standards are combined with those who are planning to align their curricula with standards, the total number of respondents is large.

Discussion

This section discusses implications of the survey results for foreign language education in the United States at elementary and secondary levels. Not all of the findings are reviewed in detail here. Instead, we will discuss findings about specific questions in terms of current trends and research in foreign language teaching and will draw conclusions on that basis. The discussion will follow the same general order in which the findings were presented in the results section: amount of foreign language instruction, foreign languages taught, foreign language program types, foreign language curriculum, teacher qualifications and training, and national standards for foreign language learning.

Amount of Foreign Language Instruction

Results of the present survey show that almost one in three (31%) elementary schools nationwide is now offering foreign language, a statistically significant increase of nearly 10% since 1987.

As was true in 1987, twice as many private as public elementary schools are now offering foreign language instruction. However, the inclusion of foreign languages in the curriculum has increased significantly in both public and private schools, most dramatically in the private schools (from 34% to 53%).

It is promising to note that in 1997, more than half (54%) of the elementary schools without foreign language programs (compared to 50% in 1987) expressed interest in offering foreign language instruction in their schools. It is hoped that by the year 2007 (the time of our next survey), a large number of these interested schools will have implemented elementary foreign language programs.

The increase of foreign language instruction at the elementary level can be attributed to at least four factors: 1) greater advocacy efforts by parents, schools, the foreign language profession, and the public because of increased awareness of the need for early foreign language instruction; 2) increased professional development activities, research, national standards development, publicity, and information dissemination on the part of language-related organizations in the past decade (e.g., the National Network for Early Language Learning, the American Council on the Teaching of Foreign Languages, the Joint National Committee for Languages, the national associations of foreign language teachers, the National Foreign Language Resource Centers, regional language conferences, and so forth); 3) the increasingly global position of the United States in the world community; and 4) changing demographics and the increasingly multicultural and multilingual nature of the student population in the United States.

As was true in 1987, the majority of secondary schools are now offering foreign language instruction to their students. However, in contrast to the increase in language instruction in elementary schools during this period, the percentage of secondary schools teaching foreign language remained stable—87% in 1987 and 86% in 1997.

In 1987, we stated that "it is hoped that within the next decade *all* secondary schools will have the motivation and resources to offer foreign languages." At that time, we were encouraged to see that nearly 7 out of 10 (69%) of the secondary schools that were not offering foreign languages indicated that they would be interested in having foreign language instruction at their schools. Now, 10 years later, approximately the same percentage of secondary schools offer foreign language instruction, and of those that are not, approximately the same percentage (68%) say that they would like to. These results warrant a follow-up study to determine exactly why, despite their continued interest, these schools have not yet begun language instruction.

It is anticipated that the number of elementary and secondary programs will increase as more and more parents and educators work together to create and maintain language programs that will allow students to attain the proficiency needed to communicate and participate in our increasingly interconnected world.

Foreign Languages Taught

Spanish is the most commonly taught language in the elementary schools, increasing significantly since 1987. French, Spanish for Spanish speakers, German, Japanese, and Latin are the next most frequently offered elementary school foreign languages. However, while the percentage of schools offering Spanish for Spanish speakers and Japanese has increased over time, the percentage of schools offering all other languages has remained fairly stable or decreased over time.

Of the top four languages—Spanish, French, German, and Latin—taught at the secondary level, only Spanish has increased significantly since 1987, while the other three languages have remained stable. There were also significant increases in Spanish for Spanish speakers, Japanese, and Russian programs, with all other languages remaining stable or decreasing over time.

The rise in the percentage of both elementary and secondary schools offering Spanish was expected because of the increasingly important role of Spanish in this country. The increase in Spanish for Spanish speakers programs at both elementary and secondary levels is exciting. This trend is a result of the growing number of native Spanish speakers in the schools and the heightened awareness among school administrators and teachers of the importance of helping children maintain their bilingualism by offering instruction in their mother tongue.

When reviewing the survey results for the most often taught languages, it is beneficial also to look at data from other sources on the number of children in the United States who already speak these languages. For example, a study of federally funded Title VII Systemwide Projects serving limited English proficient students showed that Spanish was by far the largest language group served (162,341 students) (Bilingual Education Act, *Improving America's School Act,* 1994). In comparison, the second largest group, Chinese/Cantonese/Mandarin, served 9,652 students. Also included in the top 10 language groups, in descending order by number of students served, are Armenian, Vietnamese, Haitian Creole, Hmong, Laotian, Tagalog, Korean, and Filipino. It is certainly in the best interest of this country, in our desire to create a language competent society, to increase our efforts to provide language instruction in Spanish and other key languages to children who already have basic bilingual skills.

The decrease in the percentage of elementary schools with German and Chinese programs was surprising in that it runs counter to what language educators sense is happening in the field. Many believe that the number of elementary programs in these languages is actually growing.

The increase in Japanese instruction in both elementary and secondary schools is promising. Factors affecting this increase may include a heightened interest in Japanese language and culture, an increase in business and diplomatic ties with Japan, and Japanese government and private support from Japanese groups for training and materials.

The increase in the percentage of secondary schools offering Russian was a pleasant surprise. Some educators had assumed that Russian program offerings were declining because of the decreasing number of high school students taking the Russian Advanced Placement (AP) test. However, the American Council for the Teaching of Russian (Dan Davidson, personal communication, May 17, 1998) cites several factors that might have contributed to the increase in programs at the secondary level: 1) the opening up of the Russophone world in the late 1980s under Gorbachev and the opportunities that emerged for school linkages and exchanges with U.S. government support, especially the Presidential High School Academic Partnership Program that matches Russian-teaching schools in America with special English-language schools in the former Soviet Union for exchanges, collaborative projects, and homestays; 2) the creation of a communicatively designed basal textbook series that provides a comprehensive four-year program for junior high and high school students; and 3) a strong program of teacher professional development supported by the National Endowment for the Humanities from 1987-1996 at Bryn Mawr College and expanded opportunities for high school teachers to receive professional training in summer seminars in Russia.

It is interesting to examine the apparent current mismatch between the high school and college program offerings and enrollments in Russian and Japanese. The secondary school results from this survey were compared with the results of the Modern Language Association's 1995 survey of higher education institutions (Brod & Huber, 1997). The MLA survey indicated that from 1990 to 1995, college and university enrollments decreased in both Russian (a 45% decrease) and Japanese (a 2% decrease), whereas this survey found significant increases in secondary Russian programs and in Japanese elementary and secondary programs from 1987 to 1997. Although a direct comparison of these results is not possible due to differences in what each survey measured (percentage of elementary or secondary schools offering foreign languages vs. percentage change in university foreign language program enrollments), it is important to note general trends at both levels. How will the current Japanese and Russian high school students continue their language study in college? It would certainly be in the students' best interest for the universities and high schools to coordinate the sequence of language instruction in order to better plan for effective articulation from the secondary to higher education levels. The survey findings indicate a need for colleges and universities to take a careful look at the complete sequence of instruction before eliminating university foreign language programs (in this case Russian) that may be needed by incoming secondary students.

In summary, it is evident from the survey results that Spanish is overwhelmingly becoming the language of choice at all levels of schooling. However, survey results also lead us to conclude that elementary and secondary schools need to promote programs in a variety of foreign languages so that U.S. students and workers will gain the language proficiency and cultural knowledge necessary for communicating with *all* of our world neighbors and for successfully participating and competing in our global society.

Program Types

In 1997, the most common type of foreign language program, offered by 45% of elementary schools with foreign language programs, provides only introductory exposure to the language. This foreign language experience/exploratory (FLEX) model does not aim at a high level of proficiency because of the limited exposure that the program provides. The next most common program model, foreign language in the elementary school (FLES), representing 34% of programs, sets higher goals, though still does not usually expect students to become proficient.

In contrast, about one fifth of the elementary foreign language programs provide instruction in which students are likely to attain a high level of fluency, as recommended in the goals of the national standards. These programs include the intensive FLES (13%) and foreign language immersion (partial, total, or two-way) program models (8%).

Although the foreign language profession is more aware than ever of the benefits of a long sequence of foreign language instruction in one language, the trend in elementary school program offerings is not in that direction. There are fewer FLES programs and more FLEX programs now than a decade ago.

There are many possible reasons for the increase in the exploratory-type programs. It may be that the 9% increase in the overall percentage of elementary schools offering foreign language instruction is largely due to the creation of new programs following the FLEX model. Another possibility is that schools that previously offered FLES instruction have changed their format to FLEX. Why are schools choosing or changing to a FLEX model when research shows that a long sequence of instruction offered regularly each week and for a considerable amount of class time each day is necessary for students to gain proficiency in a foreign language? Three major reasons are suggested.

First, schools may be choosing the FLEX model because it is the least costly and most easily implemented program. With the inclusion of foreign language instruction in the recommended core curriculum of the Goals 2000: Education America Act (1994) and the development of the national standards for foreign language learning, many states have instituted elementary foreign language recommendations, requirements, or mandates. The FLEX model allows schools with limited funding to meet a minimum requirement for foreign language instruction with the least amount of expense and effort.

Further, a shortage of trained elementary foreign language teachers in the local area may make implementing an exploratory program more desirable to schools. FLEX programs often use teachers who are not proficient in the language being taught. A trained foreign language teacher may travel from school to school within a district, but just as often the FLEX class is taught by a regular classroom teacher who may or may not have a background in the foreign language.

Finally, it may be that some elementary schools have allotted such a limited amount of class time to foreign language instruction that FLEX is the only feasible option. Exploratory programs, not aimed at fluency, require very little instructional time (1-5% of class time weekly). (See Curtain & Pesola, 1994.)

Although a much smaller percentage of the foreign language programs offered by elementary schools aim at the high levels of proficiency recommended by the national standards, survey results do indicate a promising trend: Immersion programs are increasing at the elementary level.

The increase in immersion programs can be attributed to more widespread knowledge regarding the effectiveness of foreign language immersion instruction. As these programs have come of age, research has shown that they are very effective in producing highly proficient graduates. Information about these types of programs is widely disseminated as well, through workshops, conferences, publications, and Internet databases.

Results of the survey show the pressing need for school districts to implement more intensive FLES and immersion programs. The outcomes of these programs are well worth the effort: high student foreign language proficiency, enhanced academic success in English and other subject areas, and the invaluable ability to communicate and compete in an increasingly global workplace and community.

As in 1987, almost all secondary schools in 1997 with foreign language programs offered standard classes that included listening, speaking, reading, writing, and culture. There was a significant increase in the past decade in the percentage of advanced placement classes offered as well as in language classes for native speakers. These increases show a modest trend to offer more advanced levels of instruction aimed at producing students competent in a second language and culture.

Although it is difficult to generalize from the survey data about the overall proficiency goals of the majority of the programs, there is great concern that most of the secondary foreign language classes offered do not aim at a high level of proficiency. This notion is supported by the limited number of hours per week of instruction (the most common amount of class time for most languages was 5 hours of instruction per week) and the very small percentage of schools offering conversation classes (4%) or regular subjects taught in other languages (2%). Survey results strongly suggest a need for more research and data collection on proficiency levels attained by secondary students. Even with the limited data on student proficiency from this survey, it is obvious that there is an urgent need for programs that allow students to achieve a high level of fluency in foreign languages and cultures. A lack of citizens with proficiency in foreign languages and cultures will be a major problem facing both our schools and our country as we enter the next century.

It is anticipated that we will see a need for more advanced, proficiency-oriented foreign language classes at the secondary level as greater numbers of students who have completed elementary foreign language programs enter middle and high schools.

Foreign Language Curriculum

Materials

Higher percentages of elementary and secondary schools with foreign language programs reported using all types of instructional materials in 1997 than in 1987. Teacher-made materials, audiovisual materials, and commercially published textbooks and workbooks continue to be the three most commonly used materials at both levels.

Computer-based instructional materials were also being used much more widely by both elementary and secondary schools in 1997 than in 1987. Computers are more available in the schools than they were 10 years ago, and advances in computer technology have provided new opportunities for interactivity that enhances learning. As a result, more computer-based foreign language instructional materials are being used.

However, we know little about how computer-based materials are being used to enhance elementary or secondary foreign language instruction. Further study is warranted to determine exactly how technologies are being used (how effectively, how creatively, to what extent, by whom, and for what types of instructional activities and purposes) in the foreign language classroom. In addition, it is important to investigate whether technology is available to all types of schools or if only certain schools have access to these resources. Because of the dramatic increase in the use of technology in education, it is in language teachers' best interest to find ways to better utilize technology to further quality language instruction.

Internet resources (e.g., electronic mail, World Wide Web, listservs) and other instructional technologies (e.g., satellite broadcasts, interactive television, distance learning) were being used by a significant number of elementary and secondary schools in 1997. Although we cannot generalize about how these technologies are being used from the results of the survey, we know anecdotally that in some foreign language classrooms students are using the Internet for research or to exchange e-mail correspondence in the target language with pen-pals in other countries. We also know anecdotally that some foreign language teachers find listservs useful for exchanging teaching tips with other teachers around the country and the world. Additionally, satellite broadcasts, interactive television, and distance learning are used by some schools as their medium of foreign language instruction.

Sequencing (Articulation)

Appropriate sequencing (articulation), an extremely important issue in the future of long-sequence foreign language programs, is one of the major problems confronting both elementary and secondary schools today. Only a quarter of the elementary schools with foreign language programs reported that their students are placed in middle school or high school classes where the course content and objectives are designed specifically to provide continuity from their prior level. Of those secondary schools with elementary foreign language instruction in their district, less than 10% placed students in courses designed to reflect their prior language level. Unfortunately, both elementary and secondary schools still tend to view themselves as separate entities. Much more collaboration and coordination between the elementary and secondary levels are needed to improve this situation. Without them, effective, long-sequence foreign language instruction is nearly impossible.

Assessment

Overall, the two most commonly used student assessment instruments at both elementary and secondary levels are still fairly traditional: selected-response and short-answer tests. After that, but to a lesser degree, both elementary and secondary schools are using alternative and proficiency-oriented assessments. These include student presentations, authentic activities, oral proficiency interviews, student portfolios, and student self-assessment. As more schools align their curricula with the national standards, it is anticipated that teachers will begin to incorporate more performance-based assessments into their teaching in order to more accurately assess high levels of proficiency reached in communicative-based classes.

Teacher Qualifications and Training

Results regarding teacher qualifications indicate a definite need for more foreign language certification and training at the elementary level. Only about one fifth of responding elementary schools reported that one or more of their teachers were certified for elementary foreign language teaching. Implications for teacher training institutions are obvious. Universities and colleges need to strengthen their teacher preparation programs to train more elementary language teachers in response to the national shortage of qualified, certified foreign language elementary teachers.

In comparison, most of the responding secondary schools said that at least one of their foreign language teachers was certified to teach foreign languages at the secondary level. Despite their training, however, only slightly over one fifth (22%) of the schools reported that their teachers use the foreign language in the classroom most of the time (75% to 100%), a slight increase from a decade ago. Why are so few secondary teachers using the foreign language most of the time in the foreign language classroom? Teachers may need more professional development activities, especially language training and language immersion experiences, to become or remain proficient and comfortable using their foreign language. In addition, teachers may need regular in-service training to gain strategies in incorporating more target language use in the classroom.

At both elementary and secondary levels, the majority of schools reported that their teachers are participating in in-service training and professional development activities. However, these opportunities varied greatly at both levels, including many general education activities, as well as activities specific to foreign language education. It is hoped that, when planning for professional development, schools will consider the importance of activities related to the betterment of the foreign language program and foreign language classroom instruction as well as those activities specifically aimed at improving or maintaining the foreign language proficiency of their teachers.

National Standards

It is very promising to see such a high awareness at both elementary and secondary levels of the national standards for foreign language learning and state standards, and that foreign language curriculum changes are being made as a result. Thirty-seven percent (37%) of the elementary school respondents and 62% of the secondary respondents said that their teachers were aware of the standards, and over half of both these groups said that their school's foreign language curriculum had changed in response. It is strongly hoped that in the future, as more schools become aware of the standards, curricula across the country will become more aligned with its five goals: communication in languages other than English, knowledge and understanding of other cultures, connections with other disciplines, comparisons allowing insight into the nature of language and culture, and participation in multilingual communities at home and around the world.

Conclusion

The profile of foreign language instruction in the United States revealed by the survey shows that foreign language instruction in elementary schools nationwide in the last decade has increased by nearly 10% and has stayed relatively stable at the secondary level. At both levels, more than half of the schools not currently teaching languages expressed an interest in doing so in the future.

A number of positive trends, in addition to the increase in the percentage of elementary school programs, are evident from the survey results: (1) language classes for native speakers have increased dramatically at both elementary and secondary levels; (2) the teaching of less commonly taught languages has increased at the elementary level for Japanese and at the secondary level for Japanese and Russian; (3) the use of computer-based instructional materials has increased significantly (although we have no data on the effectiveness of technology in the language classroom); (4) staff development and in-service training have increased significantly in the past decade in both elementary and secondary schools; (5) slightly more teachers than 10 years ago at the secondary level are using the target language most of the time in the classroom; and (6) about half the schools teaching foreign languages said that their teachers were aware of national or state language standards; of those, over half changed their curricula due to this awareness.

Despite these positive trends, there is still reason for serious concern about the limited number of K-12 long-sequence language programs designed to educate students linguistically and culturally to communicate successfully in the United States and abroad. Well-articulated elementary and secondary programs are still the exception rather than the rule, and intensive instruction that aims at a high level of proficiency, as outlined in the national standards document, is scarce.

Finally, although the increase in the percentage of schools offering Spanish is positive, it may be occuring at the expense of other languages. The proximity of the United States to Latin America and the growing number of Spanish-speaking U.S. citizens have made Spanish the language of choice in this country. In other major world powers, however, languages such as French and German are accorded more importance for competition in the global economy. Therefore, it is critical that instruction continue in a variety of languages.

In the report of survey results 10 years ago, we provided five recommendations for developing more rigorous foreign language programs, with instruction beginning in the early grades and continuing through high school until fluency is reached. It is interesting to look back at these recommendations in light of the current survey results to see how far we have progressed, if at all, in 10 years. A review of the trends shows that we have progressed in some areas, but have stagnated and need stronger efforts in others.

Recommendation 1: Encouraging the establishment of new programs, particularly those that start in the elementary school and aim at a high degree of proficiency. The educational community has begun to address this issue. In the past 10 years, almost 10% more elementary schools have started teaching foreign languages. There are more immersion programs than 10 years ago, but there are also more of the introductory foreign language experience model that does not aim at a high level of proficiency. School districts should continue to be encouraged to initiate comprehensive language programs with the aim of continuing instruction from elementary through high school in the same language until a commonly defined level of profiency is reached.

Recommendation 2: Improving the sequencing patterns for those schools that already offer language classes in the early grades. This is an area in which we have not seen any positive growth. In fact, fewer elementary schools than 10 years ago plan an articulated sequence. In many school districts, no sequencing plan exists to ensure smooth continuation of foreign language study from one level to the next. It is recommended that all school districts offering foreign language instruction adopt a coherent and flexible sequencing plan that can accommodate the highly transient student population of today's schools.

Recommendation 3: Offering more intensive foreign language programs. Although there are more immersion programs at the elementary level than there were 10 years ago and more advanced placement and honors classes at the secondary level, overall there has not been a major increase in intensive programs. School districts need to provide more options to both elementary and secondary students, including immersion-type foreign language programs, where some regular subjects are taught in the foreign language. Perhaps the move toward block scheduling (where classes meet 80-90 minutes per day) at the high school level will provide more opportunities for intensive language instruction.

Recommendation 4: Addressing the major problems outlined by principals and teachers responding to the survey, including shortage of funding, lack of teachers, lack of quality materials, and inadequate in-service training. Shortage of funding for language programs continues to be a major obstacle for schools, and is, of course, one of the causes for the shortage of teachers, materials, and in-service training. School districts need to continually revisit the issue of adequate funding in order to appropriately meet the needs for expanded teacher training and resources for instruction.

Recommendation 5: Offering more programs that teach major world languages such as Russian, Japanese, and Chinese. Survey results show that we are making some progress in this area. Some of the less commonly taught languages are being offered at more schools than 10 years ago. The number of schools offering Russian has decreased at the elementary level but increased at the secondary level; the number of schools offering Japanese has increased significantly at both levels; and Chinese instruction has decreased at the elementary level but increased at the secondary level.

This review of the decade-old recommendations illustrates that it is a constant struggle to address all the major issues that need to be dealt with in order to develop strong language programs at all grade levels. The results show us where our priorities have been in the last decade and where we need to go in the future. In order to develop well-articulated, standards-based, long-sequence language programs with high proficiency goals, we will need to focus our energies on improving and expanding teacher training opportunities, articulation planning, initiation of long-sequence programs, materials development, and the teaching of major world languages.

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Notes

1. The regional language organizations include the following states: *Northeast Conference on the Teaching of Foreign Languages (NEC)*—Connecticut, District of Columbia, Delaware, Massachusetts, Maryland, Maine, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont; *Southern Conference on Language Teaching (SCOLT)*—Alabama, Georgia, Florida, Louisiana, Mississippi, North Carolina, South Carolina, Virginia, and West Virginia; *Southwest Conference on Language Teaching (SWCOLT)*—Arizona, Colorado, Nevada, New Mexico, Texas, and Utah; *Central States Conference on the Teaching of Foreign Languages (CSC)*—Arkansas, Illinois, Indiana, Iowa, Kansas, Kentucky, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, Tennessee, and Wisconsin; and the *Pacific Northwest Council for Languages (PNCFL)*—Alaska, California, Hawaii, Idaho, Montana, Oregon, Washington, and Wyoming. (Eight states are considered part of more than one region. For the purpose of this survey, however, they were included in only one region.)

2. Middle school/junior high schools include Grades 5-7, 5-8, 7-8, 7-9, 8-9; high schools include Grades 9-12 and 10-12; and combined schools include Grades 7-12 and K-12. It should be noted that the breakdowns for middle school/junior high and high school include both public and private schools and are not available separately.

3. The estimates for elementary student enrollment were obtained by using the following method: Each respondent marked the approximate number of students in their school enrolled in foreign language classes (categories, in increments of 100, ranged from fewer than 100 to 1,000 or more). For each category (200–299, for example), the mid-point was chosen to represent the average number of students for each school in that category (e.g., 250 was the mean used for the 200–299 category). The mean number of students enrolled in foreign language in each elementary school was then computed (214.4). That number was multiplied by the total number of weighted respondents (schools that taught foreign language) (473) to obtain the approximate total number of students (101,411) enrolled in foreign language classes in our sample. The total number of students (101,411) was then multiplied by 42.02 to obtain 4,261,290, the total number of students enrolled in foreign language classes in U.S. elementary schools. [The number 42.02 was obtained by dividing the total number of elementary survey respondents (unweighted) (1,534) by the total number of elementary schools in the country (64,500), which results in 2.38%. Therefore, the data we have from this survey represents 2.38% of all elementary schools. In order to find out what the results would be for 100% of U.S. elementary schools, we divided 100 by 2.38. The result, 42.02, is the number this sample must be multiplied by in order to get the total number of elementary school students nationally studying foreign languages.] See formulas in Appendix G for elementary, secondary, middle school/junior high, and combined schools, as well as the formula in Appendix H for obtaining percentages of students enrolled in languages classes at a given time.

4. The question format for this section changed between 1987 and 1997. In 1997, all respondents were asked to provide a yes/no response regarding each type of instructional material. In 1987, they were asked to check all that applied from a list of materials. The list of materials was different for the two surveys, as was the wording of the question. See Appendixes A, B, C, and D for questionnaires.

5. Due to slight categorization errors at the data entry/processing stage, a few of the "other" responses were back coded incorrectly and included in the percentages for the original question categories of the survey. Thus, the margin of error for the percentages in this question is probably greater than that of the rest of the survey.

6. In 1987, respondents were asked, "To what extent does the typical language teacher in your school use the foreign language in the classroom?" They were given three categories to choose from: Less than 50% of the time; 50% to 74% of the time; and 75% to 100% of the time. In 1997, the question wording was clarified to say, "To what extent do you think language teachers in your school use the foreign language in the classroom?" Four response categories were provided. The first two response categories are identical to the 1987 categories. The third category was changed slightly to *75% to 99% of the time*, and a new category was added: *100% of the time.*

7. In 1987, respondents were asked to check the three most serious problems they saw confronting foreign language instruction in their school. In 1997, respondents were asked to rate each item from a list of 14 program-related issues in terms of the degree to which they were pleased. The wording of the items also changed. Given the question format and wording changes, no significance tests were computed, and direct comparisons of percentages over time should not be made.

8. It is interesting that this group of comment providers answered that their curriculum had *not* changed due to awareness of the standards; many of those who answered that their curricula *had* changed cited the same reason: their foreign language curricula already included standards-like goals before the advent of standards. It appears, then, that respondents who cited this reason answered either affirmatively or negatively based on their interpretation of the question. Perhaps those who answered affirmatively acknowledged that standards continue to reinforce what their curricula already included, while those who answered negatively asserted that their curricula developed standards-like principles independent of the actual standards. Regardless of respondents' motivations for answering *yes* or *no*, however, it is most significant that those who had answered *no* acknowledged that their curricula are aligned with foreign language standards. This leads one to wonder if there are other respondents who answered negatively to the question, did not provide comments, but do in fact have curricula that are aligned with standards, even if those curricula were developed before the standards.

Appendixes

A **Elementary school survey instrument—1997**

B **Elementary school survey instrument—1987**

C **Secondary school survey instrument—1997**

D **Secondary school survey instrument—1987**

E **Number of schools selected per state**

F **Tests for statistical significance**

G **Formula for obtaining enrollment figures**

H **Formula for obtaining percentages of students enrolled in language classes at a given time**

NATIONAL K-12 FOREIGN LANGUAGE SURVEY

Elementary School Questionnaire

page E-1

MFI ID (1.5)
Resp ID (6.10)

NATIONAL K-12 FOREIGN LANGUAGE SURVEY
Elementary School Questionnaire

TO: School Principal or Foreign Language Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage-paid envelope provided. Your cooperation is very much appreciated. Please correct any inaccurate information and provide additional contact information (if different from label).

(15.36)

____
Name of person filling out questionnaire

____
Position (37)

(38.39) open

Please use pen or dark pencil to mark an "X" in the answer box.

	Correct	Incorrect
EXAMPLES:	☒	☑ ☒ ●

1. **What grades does your school include?** *(mark one answer)* (40)
   - 1☐ K or 1 through 3
   - 2☐ K or 1 through 5
   - 3☐ 4 through 6
   - 4☐ K or 1 through 6
   - 5☐ K or 1 through 8
   - 6☐ Other (specify) ________________

   (41.42) open

2. **Approximately how many students attend your school?** *(mark one answer)*
   - 1☐ Fewer than 100
   - 2☐ 100 to 199
   - 3☐ 200 to 299
   - 4☐ 300 to 399
   - 5☐ 400 to 499
   - 6☐ 500 to 599
   - 7☐ 600 to 699
   - 8☐ 700 to 799
   - 9☐ 800 to 899
   - 10☐ 900 to 999
   - 11☐ 1000 or more

   (43.44)

3. **Does your school teach foreign language(s)?**
   - 1☐ Yes ► SKIP TO QUESTION 5
   - 2☐ No

4. **If not, would you like to start foreign language instruction at your school?**
   - 1☐ Yes
   - 2☐ No

☞ ***NOTE***

IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED POSTAGE-PAID ENVELOPE. THANK YOU FOR PARTICIPATING IN THE SURVEY!

5. **Approximately how many of the students in your school are enrolled in foreign language classes?** *(mark one answer)*
   - 1☐ Fewer than 100
   - 2☐ 100 to 199
   - 3☐ 200 to 299
   - 4☐ 300 to 399
   - 5☐ 400 to 499
   - 6☐ 500 to 599
   - 7☐ 600 to 699
   - 8☐ 700 to 799
   - 9☐ 800 to 899
   - 10☐ 900 to 999
   - 11☐ 1000 or more

   (47.48)

6. **When are the classes taught?** *(mark all that apply)*
   - 1☐ During regular school day
   - 2☐ Before/after school
   - 3☐ Weekends
   - 4☐ Other (specify) ________________

7. **Where does the funding for foreign language classes come from?** *(mark all that apply)*
   - 1☐ Regular school funds
   - 2☐ Federal or state grants
   - 3☐ Tuition paid by parents
   - 4☐ An association of parents and teachers
   - 5☐ Other (specify)

   ____

8. **Have any of the language teachers at your school participated in staff development or inservice teacher training during the past year?**
   - 1☐ Yes
   - 2☐ No (51)

   If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.)

   ____

   ________________________________ (52.54)

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NATIONAL K-12 FOREIGN LANGUAGE SURVEY

Elementary School Questionnaire

page E-2

9. Please read the following goals describing various program types:

PROGRAM TYPE A

The goals of this program are for students to gain general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. Portions of this program may be taught in English. (This type of program is often called foreign language experience/exploration, or FLEX.)

PROGRAM TYPE B

The goals of this program are for students to acquire listening and speaking skills, gain an understanding of and appreciation for other cultures, and acquire limited amounts of reading and writing skills. The teacher in this type of program may speak some English in the class. (This type of program is often called foreign language in the elementary school, or FLES.)

PROGRAM TYPE C

The goals of this program are the same goals as Program B above, but there is more exposure to the foreign language and more focus on reading and writing as well as on listening and speaking skills. This greater exposure includes language classes taught only in the foreign language (sometimes subject content is taught through the foreign language). (This type of program is often called intensive FLES.)

PROGRAM TYPE D

The goals of this program are for students to be able to communicate in the language with a high level of proficiency and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as mathematics, science, social studies, and language arts. (This type of program is called partial, total, or two-way immersion, depending on the amount of foreign language used and the make-up of the student body.)

In the chart below, mark each language taught at your school. For *each of the languages taught*, mark the corresponding letter(s) of the program type(s) from the four descriptions above that best describes your program, the approximate number of students in your school studying that language, the grades in which it is offered, and an average number of minutes per week students spend in foreign language study.

NOTE: If you have more than one program type for a language, please mark them all.

EXAMPLE: Languages	**Program Type(s)**				**Number of Students**	**Grade Levels**									**Average Mins/Week**
	A	B	C	D		K	1	2	3	4	5	6	7	8	
☒ 1 Chinese	☐	☐	☒	☐	75	☒	☒	☒	☒	☒	☐	☐	☐	☐	150 minutes

Languages	**Program Type(s)**				**Number of Students**	**Grade Levels**									**Average Mins/Week**
	A	B	C	D		K	1	2	3	4	5	6	7	8	
a. ☐ 1 Chinese	☐	☐	☐	☐ (61)	____ (15,17)	☐	☐	☐	☐	☐	☐	☐	☐	☐ (60)	____ (15,17)
b. ☐ 2 French	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
c. ☐ 3 German	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
d. ☐ 4 Hebrew	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
e. ☐ 5 Italian	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
f. ☐ 6 Japanese	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
g. ☐ 7 Latin	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
h. ☐ 8 Russian	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
i. ☐ 9 Sign Language	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
j. ☐ 10 Spanish	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
Other (specify)	A	B	C	D		K	1	2	3	4	5	6	7	8	
k. ☐ 11 ____________	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
l. ☐ 12 ____________	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
m. ☐ 13 ____________	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
Language for native speakers	A	B	C	D		K	1	2	3	4	5	6	7	8	
n. ☐ 14 Spanish for Spanish Speakers	☐	☐	☐	☐	____	☐	☐	☐	☐	☐	☐	☐	☐	☐	____
o. ☐ 15 Other (specify)	☐	☐	☐	☐ (75)	____ (57,59)	☐	☐	☐	☐	☐	☐	☐	☐	☐ (74)	____ (57,59)

(55,56) ____________ (60,78) open

(57,60 open) Card 01 (79,80) Card 02 (79,80) Card 03 (79,80)

NATIONAL K-12 FOREIGN LANGUAGE SURVEY

Elementary School Questionnaire

page E-3

10a. Do all your language classes last for the entire school year?

1☐ Yes ► SKIP TO QUESTION 11
2☐ No (15)

10b. If no, please describe the schedule and list total number of weeks classes last:

____
____
____

11. How many foreign language teachers (full and part-time) are there in your school? ____________ (16-17)

12. Please write in the number of foreign language teachers in your school who are:
(Write one number for each line; if answer is none, write "0")

(18) _____ Native speakers of the language being taught
_____ Certified for elementary school teaching, but not specifically for foreign language teaching
_____ Certified for foreign language teaching at the elementary school level
_____ Certified for foreign language teaching at the elementary school level and for elementary school teaching
_____ Certified for foreign language teaching at the secondary school level but not at the elementary level
_____ Certified for foreign language teaching at the K–12 level
_____ High school/college students
(25) _____ Others who are not certified

13a. Is there an established foreign language curriculum or set of guidelines for your program(s)?

1☐ Yes
2☐ No ► SKIP TO QUESTION 14 (26)

13b. If yes, was the curriculum or set of guidelines developed by:

1☐ Local school
2☐ School district
3☐ State level
4☐ Other (specify) ____________

14. What type of instructional materials are used?
(Mark yes or no for each item listed.)

a Commercially-published textbooks/workbooks .... 1☐ Yes 2☐ No
b Teacher-made materials (specify) .... 1☐ Yes 2☐ No
____
c Audiovisual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes) .... 1☐ Yes 2☐ No (30)
d Authentic literature from target culture .... 1☐ Yes 2☐ No
e Authentic materials (realia) (e.g., bus tickets, movie posters, menus, newspapers, magazines, advertisements from the target culture) .... 1☐ Yes 2☐ No
f Internet resources (e.g., internet, electronic mail, World Wide Web, listservs) .... 1☐ Yes 2☐ No
g Computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM) .... 1☐ Yes 2☐ No
h Other instructional technology (e.g., satellite broadcasts, interactive television, distance learning) .... 1☐ Yes 2☐ No
i Other (specify) .... 1☐ Yes 2☐ No
____________ (36)

15. How is students' language proficiency assessed?
(For each assessment format listed, please mark whether you use it or not.)

a Oral proficiency interviews (teacher or outside evaluator interviews individual student to determine student's fluency) 1☐ Yes 2☐ No
b Student presentations (e.g., student prepares presentations/demonstrations and describes project or product to demonstrate knowledge in the foreign language) .... 1☐ Yes 2☐ No
c Authentic activities (e.g., student describes drawings, conducts interviews, presents commentary and analysis of news items, performs a skit, writes up investigations) .... 1☐ Yes 2☐ No
d Student portfolios (e.g., compilation of student-selected and/or teacher-selected work over a set period of time, with rating criteria) .... 1☐ Yes 2☐ No
e Student self-assessment (e.g., student evaluates his/her language skills using oral/written self-evaluations) .... 1☐ Yes 2☐ No
f Translation exercises .... 1☐ Yes 2☐ No
g Selected-response tests (include multiple choice, matching, etc., and consist of distinct items such as vocabulary words, grammar structures, etc.) .... 1☐ Yes 2☐ No
h Short-answer tests (student is asked to respond in writing to questions) .... 1☐ Yes 2☐ No
i Other (please describe) .... 1☐ Yes 2☐ No
____
____________ (45)

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NATIONAL K-12 FOREIGN LANGUAGE SURVEY

Elementary School Questionnaire

page E-4

16. Please characterize your school's foreign language program on the following issues.

(Mark one box for each issue.)

I am pleased with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
a Amount of funding for foreign language instruction	1☐	2☐	3☐	4☐	5☐ (46)
b Quality of inservice training for foreign language teachers	1☐	2☐	3☐	4☐	5☐
c Quality of pre-service preparation of foreign language teachers	1☐	2☐	3☐	4☐	5☐
d Ratio of foreign language teachers to students	1☐	2☐	3☐	4☐	5☐
e Quality of foreign language teaching	1☐	2☐	3☐	4☐	5☐
f Quality of foreign language materials	1☐	2☐	3☐	4☐	5☐
g Quality of foreign language curriculum framework/guidelines	1☐	2☐	3☐	4☐	5☐
h Sequencing (articulation) from elementary into secondary school foreign language classes	1☐	2☐	3☐	4☐	5☐
i Academic counseling for language class selection	1☐	2☐	3☐	4☐	5☐
j School support for foreign language instruction	1☐	2☐	3☐	4☐	5☐
k Community support for foreign language instruction	1☐	2☐	3☐	4☐	5☐
l Adequacy of foreign language placement tests	1☐	2☐	3☐	4☐	5☐
m Adequacy of foreign language proficiency tests	1☐	2☐	3☐	4☐	5☐
n Realistic expectations of the public/parents regarding foreign language instruction	1☐	2☐	3☐	4☐	5☐
o Other (specify)____________	1☐	2☐	3☐	4☐	5☐ (60)

17a. Are the teachers at your school aware of the national *Standards for Foreign Language Learning* (1996) and/or your state's version of the standards?

1☐ Yes 2☐ No ► SKIP TO QUESTION 18

17b. Has the foreign language curriculum at your school changed because of your awareness of the standards?

1☐ Yes 2☐ No

Additional comments:

18. What type of sequencing (articulation), if any, exists so that language study continues from elementary through the next level of schooling?

(Mark the answer that best describes the sequencing for the majority of the students.)

1☐ There is no foreign language instruction (of the language(s) taught in elementary school) in junior high/middle school in our school district.

2☐ Students who have studied a foreign language in the elementary school are placed in exploratory language classes (general exposure to one or more languages and cultures).

3☐ Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language.

4☐ Students who have studied a foreign language in the elementary school are placed in a class where the course content and objectives are designed specifically to provide continuity from their prior level.

5☐ Students who have studied a foreign language in the elementary school are placed in existing, more advanced classes, but these classes are not necessarily designed to reflect students' prior language level.

6☐ Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language.

7☐ Other (specify) ____________________

(63)

19. Please attach an additional sheet with comments or information about foreign language instruction in your school or elsewhere in the state that you wish to share.

NOTE

a. We are currently developing a national directory of K–8 foreign language programs. Would you like to be included? (If yes, we will be contacting you for more information.)

1☐ Yes 2☐ No (64)

b. If you would like a pamphlet about effective foreign language instruction, please mark here. ☐ 1 (65)

c. If you would like a copy of the survey results, please mark here. .... ☐ 1 (66)

(67-78 open)
Card 04 (79-80)

PLEASE RETURN THE SURVEY BY OCTOBER 30, 1996
IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Thank you very much for answering this survey!

National K-12 Foreign Language Survey
Center for Applied Linguistics
1118 22nd Street, NW, Washington, DC 20037
Tel. (202) 429-9292 • Fax (202) 659-5641 • E-mail: survey@cal.org

1987 ELEMENTARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE, p. 1

OMB 18500591
Form expires December 1986

ELEMENTARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE

TO: School Principal or Foreign Language Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage paid envelope provided. Your cooperation is very much appreciated.

1. Does your school teach foreign language(s)? YES ☐ 1 → Skip to question 3 NO ☐ 2 (16)

2. If not, would you be interested in having foreign language instruction at your school?

YES ☐ 1 NO ☐ 2 (17)

3. What grades does your school include? (check one answer)

K or 1 through 3	☐ 1	K or 1 through 8	☐ 4	(18)
K or 1 through 5	☐ 2	Other (specify)	☐ 5	
K or 1 through 6	☐ 3	__________________		

4. Approximately how many students attend your school? (check one answer)

Fewer than 100	☐ 1	500 to 999	☐ 3	(19)
100 to 499	☐ 2	1,000 or more	☐ 4	

NOTE: IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED STAMPED ENVELOPE.

5. Approximately what percentage of the students in your school are enrolled in foreign language classes? (check one answer)

Less than 25%	☐ 1	50% - 74%	☐ 3	(20)
25% - 49%	☐ 2	75% - 100%	☐ 4	

6. When are the classes taught? (check all that apply)

During regular school day	☐ 1	Before/after school	☐ 3	(21)
Weekends	☐ 2	Other (specify)	☐ 4	
		__________________		

7. Where does your funding for foreign language classes come from? (check all that apply)

Regular school funds	☐ 1	
Federal or state grant	☐ 2	
Tuition paid by parents	☐ 3	(22)
Parent-Teacher Association financial support	☐ 4	
Other (specify)	☐ 5	

____

8. Have any of the language teachers at your school participated in staff development or inservice teacher training during the past year? (23)

YES ☐ 1 → If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.) NO ☐ 2

____

____

1987 ELEMENTARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE, p. 2

2

9. Please read the following goals describing various program types:

PROGRAM TYPE A
The goals of this program are to get a general exposure to language and culture, learn basic words and phrases, and develop an interest in foreign language for future language study. The aim is not fluency but rather exposure to other language(s) and culture. **(This type of program is often called foreign language experience, or FLEX.)**

PROGRAM TYPE B
The goals of this program are to acquire listening and speaking skills, gain an understanding and appreciation for other cultures, and acquire limited amounts of reading and writing skills. Lessons in early grades center around greetings, colors, numbers, food, days of the week, etc., and conversation focuses on topics children are familiar with, e.g., family, pets, school. The teacher in this type of program may speak some English in the class. **(This type of program is often called foreign language in the elementary school, or FLES.)**

PROGRAM TYPE C
The goals of this program are the same goals as Program 2 above, but there is more exposure to the foreign language. This greater exposure includes language classes taught only in the foreign language or the foreign language being reinforced in other classes. There is coordination between foreign language teachers and other teachers so that language concepts are carried over into the regular curriculum. **(This type of program is often called intensive FLES.)**

PROGRAM TYPE D
The goals of this program are to be able to communicate in the language almost as well as a native speaker of the same age and acquire an understanding of and appreciation for other cultures. At least 50% of the school day is taught in the foreign language, including such subjects as arithmetic, science, social studies, language arts. **(This type of program is called partial or total immersion.)**

In the chart below, check each language taught at your school. For each of the languages taught, write in the corresponding letter of the program type from the four descriptions above that best describes your program, the grades in which it is offered, and an average number of hours per week students spend in foreign language study. NOTE: If you have more than one program type, please list them all.

Example: LANGUAGES		PROGRAM TYPE(S)	GRADE LEVELS	AVERAGE HOURS PER WEEK
Chinese	☒ —▸	C	K-6	5 hours

LANGUAGES		PROGRAM TYPE(S)	GRADE LEVELS	AVERAGE HOURS PER WEEK	
Chinese	☐ 1 —▸	________	________	________	(27-30)
French	☐ 2 —▸	________	________	________	(31-34)
German	☐ 3 —▸	________	________	________	(35-38)
Hebrew	☐ 4 —▸	________	________	________	(39-42)
Italian	☐ 5 —▸	________	________	________	(43-46)
Japanese	☐ 6 —▸	________	________	________	(47-50)
Latin	☐ 7 —▸	________	________	________	(51-54)
Russian	☐ 8 —▸	________	________	________	(55-58)
Sign Language	☐ 9 —▸	________	________	________	(59-62)
Spanish	☐ 0 —▸	________	________	________	(63-66)
Other (specify)					
________	☐ X —▸	________	________	________	(67-70)
________	☐ R —▸	________	________	________	(71-74)
________	☐ -1 —▸	________	________	________	(75-78)
	(25-26)				

(79) 0 1 (80)

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1987 ELEMENTARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE, p. 3

Cd 2
(D 1-11)

10 Please check off approximately how many of your foreign language teachers are:
(check one answer for each line)

	NONE	SOME	MOST	ALL	(Open 12-15)
Native speakers of language being taught	☐ 1	☐ 2	☐ 3	☐ 4	(16)
Certified for elementary school teaching but not specifically for foreign language teaching	☐ 1	☐ 2	☐ 3	☐ 4	(17)
Certified for foreign language teaching at the elementary school level	☐ 1	☐ 2	☐ 3	☐ 4	(18)
Certified for foreign language teaching at the secondary school level	☐ 1	☐ 2	☐ 3	☐ 4	(19)
High school/college students	☐ 1	☐ 2	☐ 3	☐ 4	(20)
Adult volunteers	☐ 1	☐ 2	☐ 3	☐ 4	(21)

11 Is there an established foreign language curriculum or set of guidelines for your program(s)? (22)

YES ☐ 1 NO ☐ 2

12 What type of instructional materials are used? (check all that apply)

Commercially published textbooks/workbooks (list titles and publishers; attach separate page if needed) ☐ 1 (23-24)

____

____

____

Computer-assisted instructional materials (list names of software programs; attach separate page if needed) ☐ 2

____

____

Films, filmstrips, slides, videotapes, records, audiotapes ☐ 3
Commercially made foreign language games (e.g., Lotto, Scrabble, etc.) ☐ 4
Teacher-made materials ☐ 5
Other (specify) ☐ 6

____

____

13 In which of the following activities do some of your students participate?
(check all that apply)

Penpal activities ☐ 1 (25-26)
Local field trips to foreign language plays, festivals, or cultural events ☐ 2
Local, state, or national foreign language contests or awards programs ☐ 3
Language camps (weekend retreats, or week- or month-long camps) ☐ 4
School-sponsored trips to foreign countries during summer or school year ☐ 5
Student exchange programs for study abroad ☐ 6
None of the above ☐ 7
Other (specify) ☐ 8

____

____

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1987 ELEMENTARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE, p. 4

14. What type of sequencing, if any, is planned for language study to continue from elementary through secondary school? (Check one answer that best describes the sequencing for the majority of the students.)

There is no foreign language instruction in junior high/middle school or high school in our school district ☐ 1

Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language ☐ 2

Students who have studied a foreign language in the elementary school can enroll in a class in junior high/middle school where the course content and objectives are designed specifically to meet their prior level ☐ 3 (27)

Students who have studied a foreign language in the elementary school can enroll in more advanced classes in junior high/middle school, but these classes do not necessarily reflect students' prior language level ☐ 4

Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language in grades 7 - 12 ☐ 5

Other (specify) ☐ 6

15. What are the major problems you see confronting foreign language instruction in your school? (Check the three most serious problems)

- Shortage of funding ☐ 1
- Inadequate inservice training ☐ 2
- Poorly trained teachers ☐ 3
- Not enough teachers ☐ 4
- Lack of quality materials ☐ 5
- Lack of established curriculum or guidelines ☐ 6
- Inadequate sequencing from elementary into secondary school classes ☐ 7
- Poor academic counseling ☐ 8
- Lack of school support ☐ 9
- Lack of community support ☐ 0
- Inadequate placement tests ☐ X
- Inadequate proficiency tests ☐ R (28 - 30)
- Unrealistic expectations of public ☐ -1
- Other (specify) ☐ -2

16. Additional comments or information about innovative foreign language programs in your school or elsewhere in the state:

Please fill in the following information in case follow-up is needed. All of your responses will be kept confidential.

Name: ____________________ School Name: ____________________
Position: ____________________ School Address: ____________________
School Telephone: (____) ____________________ ____________________

NOTE: We are currently developing an information network on foreign language programs in each state. May we include your name and school?

YES ☐ 1 NO ☐ 2 (31)

Thank you very much for answering this survey. **Please return it by November 14, 1986**, in the enclosed stamped envelope. If you would like a copy of the results, please check here ☐ (32)

Center for Language Education and Research
Center for Applied Linguistics
1118 22nd Street, N. W.
Washington, D.C. 20037, (202) 429-9292

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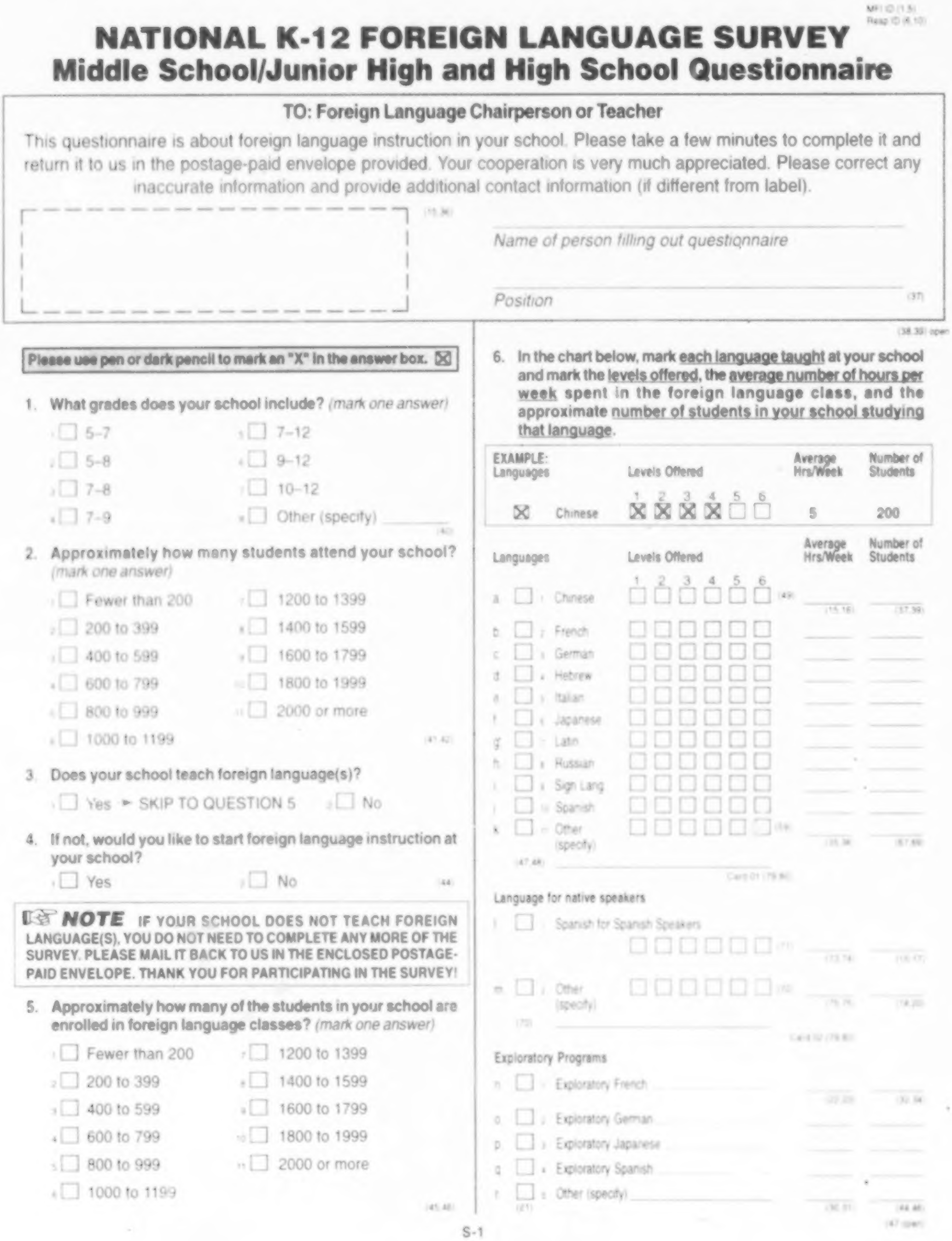
NATIONAL K-12 FOREIGN LANGUAGE SURVEY

Middle School/Junior High and High School Questionnaire

page S-1



MFI ID (1.5)
Resp ID (6.10)

NATIONAL K-12 FOREIGN LANGUAGE SURVEY
Middle School/Junior High and High School Questionnaire

TO: Foreign Language Chairperson or Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage-paid envelope provided. Your cooperation is very much appreciated. Please correct any inaccurate information and provide additional contact information (if different from label).

(11.36)

Name of person filling out questionnaire ______________________

Position ______________________ (37)

(38.39) open

Please use pen or dark pencil to mark an "X" in the answer box. ☒

1. **What grades does your school include?** *(mark one answer)*

1☐ 5-7　　5☐ 7-12
2☐ 5-8　　6☐ 9-12
3☐ 7-8　　7☐ 10-12
4☐ 7-9　　8☐ Other (specify) ________ (40)

2. **Approximately how many students attend your school?** *(mark one answer)*

1☐ Fewer than 200　　7☐ 1200 to 1399
2☐ 200 to 399　　8☐ 1400 to 1599
3☐ 400 to 599　　9☐ 1600 to 1799
4☐ 600 to 799　　10☐ 1800 to 1999
5☐ 800 to 999　　11☐ 2000 or more
6☐ 1000 to 1199　　(41.42)

3. **Does your school teach foreign language(s)?**

1☐ Yes ► SKIP TO QUESTION 5　　2☐ No

4. **If not, would you like to start foreign language instruction at your school?**

1☐ Yes　　2☐ No　　(44)

☞ **NOTE** IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED POSTAGE-PAID ENVELOPE. THANK YOU FOR PARTICIPATING IN THE SURVEY!

5. **Approximately how many of the students in your school are enrolled in foreign language classes?** *(mark one answer)*

1☐ Fewer than 200　　7☐ 1200 to 1399
2☐ 200 to 399　　8☐ 1400 to 1599
3☐ 400 to 599　　9☐ 1600 to 1799
4☐ 600 to 799　　10☐ 1800 to 1999
5☐ 800 to 999　　11☐ 2000 or more
6☐ 1000 to 1199　　(45.46)

6. **In the chart below, mark each language taught at your school and mark the levels offered, the average number of hours per week spent in the foreign language class, and the approximate number of students in your school studying that language.**

EXAMPLE:

Languages		Levels Offered 1	2	3	4	5	6	Average Hrs/Week	Number of Students
☒	Chinese	☒	☒	☒	☒	☐	☐	5	200

	Languages		Levels Offered 1	2	3	4	5	6		Average Hrs/Week	Number of Students
a.	☐ 1	Chinese	☐	☐	☐	☐	☐	☐	(49)	____ (15.16)	____ (37.39)
b.	☐ 2	French	☐	☐	☐	☐	☐	☐		____	____
c.	☐ 3	German	☐	☐	☐	☐	☐	☐		____	____
d.	☐ 4	Hebrew	☐	☐	☐	☐	☐	☐		____	____
e.	☐ 5	Italian	☐	☐	☐	☐	☐	☐		____	____
f.	☐ 6	Japanese	☐	☐	☐	☐	☐	☐		____	____
g.	☐ 7	Latin	☐	☐	☐	☐	☐	☐		____	____
h.	☐ 8	Russian	☐	☐	☐	☐	☐	☐		____	____
i.	☐ 9	Sign Lang	☐	☐	☐	☐	☐	☐		____	____
j.	☐ 10	Spanish	☐	☐	☐	☐	☐	☐		____	____
k.	☐ 11	Other (specify)	☐	☐	☐	☐	☐	☐	(14)	____ (35.36)	____ (57.58)

(47.48) ______________________

Card 01 (79.80)

Language for native speakers

			Levels Offered 1	2	3	4	5	6		Average Hrs/Week	Number of Students
l.	☐ 1	Spanish for Spanish Speakers	☐	☐	☐	☐	☐	☐	(71)	____ (73.74)	____ (16.17)
m.	☐ 2	Other (specify)	☐	☐	☐	☐	☐	☐	(72)	____ (75.76)	____ (18.20)

(75) ______________________

Card 02 (79.80)

Exploratory Programs

			Average Hrs/Week	Number of Students
n.	☐ 1	Exploratory French	____ (22.23)	____ (32.34)
o.	☐ 2	Exploratory German	____	____
p.	☐ 3	Exploratory Japanese	____	____
q.	☐ 4	Exploratory Spanish	____	____
r.	☐ 5	Other (specify) ________ (21)	____ (30.31)	____ (44.46)

(47 open)

S-1

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NATIONAL K-12 FOREIGN LANGUAGE SURVEY

Middle School/Junior High and High School Questionnaire

page S-2

7a. Do all your language classes last for the entire school year?

1☐ Yes ► SKIP TO QUESTION 8
2☐ No (48)

7b. If no, please describe the schedule and list total number of weeks classes last:

____
____
____

8. What type of foreign language classes are offered at your school? *(Mark all that apply.)*

1☐ Standard (listening, speaking, reading, writing, and culture)
2☐ Exploratory type (general exposure to one or more languages and cultures)
3☐ Literature only
4☐ Conversation only
5☐ Advanced Placement (for college credit)
6☐ Honors/Accelerated (other than Advanced Placement)
7☐ Language for native speakers (e.g., Spanish for Spanish speakers) (specify languages)
____
8☐ Regular subjects (e.g., history, math, science) taught in the foreign language (specify language and subject)
____
____
9☐ Other (specify) ____________________
(49) ____________________

9. How many foreign language teachers are there in your school? ____________________ (50,51)

10. Please write in the number of foreign language teachers (full and part-time) in your school who are:
(Write one number for each line; if answer is none, write "0")

(52,53) _____ Native speakers of the language being taught
_____ Certified for foreign language teaching at the secondary school level
_____ Certified for secondary school teaching but not specifically for foreign language teaching
_____ Certified for foreign language teaching at the elementary school level but not at the secondary level
_____ Certified for foreign language teaching at the K–12 level
(62,63) _____ Certified in a different foreign language from the one they teach
_____ Certified in more than one foreign language
_____ Others who are not certified (66,67)

11. To what extent do you think language teachers in your school use the foreign language in the classroom?

1☐ Less than 50% of the time
2☐ 50–74% of the time
3☐ 75–99% of the time
4☐ 100% of the time (68)

12a. Is there an established foreign language curriculum or set of guidelines for your program(s)?

1☐ Yes
2☐ No ► SKIP TO QUESTION 13

12b. If yes, was the curriculum or set of guidelines developed by:

1☐ Local school
2☐ School district
3☐ State level (70)
4☐ Other (specify) ____________________

Card 03 (79,80)

13. What type of instructional materials are used?
(Mark yes or no for each item listed.)

a	Commercially-published textbooks/ workbooks	1☐ Yes	2☐ No (15)
b	Teacher-made materials (specify) __________	1☐ Yes	2☐ No
c	Audiovisual materials (e.g., films, filmstrips, slides, videotapes, records, CDs, audiotapes)	☐ Yes	2☐ No
d	Authentic literature from target culture	1☐ Yes	2☐ No
e	Authentic materials (realia) (e.g., bus tickets, movie posters, menus, newspapers, magazines, advertisements from the target culture)	1☐ Yes	2☐ No
f	Internet resources (e.g., internet, electronic mail, World Wide Web, listservs)	1☐ Yes	2☐ No
g	Computer-based instructional materials (e.g., computer software programs, interactive video, CD-ROM)	1☐ Yes	2☐ No
h	Other instructional technology (e.g., satellite broadcasts, interactive television, distance learning)	1☐ Yes	2☐ No
i	Other (specify) __________	1☐ Yes	2☐ No (23)

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NATIONAL K-12 FOREIGN LANGUAGE SURVEY

Middle School/Junior High and High School Questionnaire

page S-3

14. How is students' language proficiency assessed?
(For each assessment format listed, please mark whether you use it or not.)

a Oral proficiency interviews (teacher or outside evaluator interviews individual student to determine student's fluency) 1☐ Yes 2☐ No (24)

b Student presentations (e.g., student prepares presentations/demonstrations and describes project or product to demonstrate knowledge in the foreign language) .... 1☐ Yes 2☐ No

c Authentic activities (e.g., student describes drawings, conducts interviews, presents commentary and analysis of news items, performs a skit, writes up investigations) .... 1☐ Yes 2☐ No

d Student portfolios (e.g., compilation of student-selected and/or teacher-selected work over a set period of time, with rating criteria) .... 1☐ Yes 2☐ No

e Student self-assessment (e.g., student evaluates his/her language skills using oral/written self-evaluations) .... 1☐ Yes 2☐ No

f Translation exercises .... 1☐ Yes 2☐ No

g Selected-response tests (include multiple choice, matching, etc., and consist of distinct items such as vocabulary words, grammar structures, etc.) .... 1☐ Yes 2☐ No

h Short-answer tests (student is asked to respond in writing to questions) .... 1☐ Yes 2☐ No

i Other standard exams (e.g., AP exams, National German Examination, SAT II, Japanese Language Proficiency Test, etc.) .... 1☐ Yes 2☐ No

j Other (please describe) .... 1☐ Yes 2☐ No

1☐ Yes 2☐ No (33)

____

____

15. What type of sequencing (articulation), if any, exists so that language study continues from elementary through the next level of schooling?
(Mark the answer that best describes the sequencing for the majority of the students.)

1☐ There is no foreign language instruction in elementary schools in our school district. (34)

2☐ Students who have studied a foreign language in the elementary school are placed in exploratory language classes (general exposure to one or more languages and cultures).

3☐ Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language.

4☐ Students who have studied a foreign language in the elementary school are placed in a class where the course content and objectives are designed specifically to provide continuity from their prior level.

5☐ Students who have studied a foreign language in the elementary school are placed in existing, more advanced classes, but these classes are not necessarily designed to reflect students' prior language level.

6☐ Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language.

7☐ Other (specify)

____

____

____

16a. Have any of the language teachers at your school participated in staff development or inservice teacher training during the past year?

1☐ Yes

2☐ No → SKIP TO QUESTION 17 (35)

16b. If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.)

____

____

______________________________ (36-38)

NATIONAL K-12 FOREIGN LANGUAGE SURVEY

Middle School/Junior High and High School Questionnaire

page S-4

17. Please characterize your school's foreign language program on the following issues.
(Mark one box for each issue.)

I am pleased with:	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
a Amount of funding for foreign language instruction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐ (39)
b Quality of inservice training for foreign language teachers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c Quality of pre-service preparation of foreign language teachers	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d Ratio of foreign language teachers to students	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e Quality of foreign language teaching	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f Quality of foreign language materials	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g Quality of foreign language curriculum framework/guidelines	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h Sequencing (articulation) from elementary into secondary school foreign language classes	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i Academic counseling for language class selection	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j School support for foreign language instruction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
k Community support for foreign language instruction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
l Adequacy of foreign language placement tests	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
m Adequacy of foreign language proficiency tests	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
n Realistic expectations of the public/parents regarding foreign language instruction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
o Other (specify)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐ (53)

____

______________________ (54-58)

18a. Are the teachers at your school aware of the national *Standards for Foreign Language Learning* (1996) and/or your state's version of the standards?

1 ☐ Yes
2 ☐ No ➤ SKIP TO QUESTION 19 (57)

18b. Has the foreign language curriculum at your school changed because of your awareness of the standards?

1 ☐ Yes 2 ☐ No (58)

Additional comments

____

____

____

19. Write below any additional comments or information about foreign language instruction in your school or elsewhere in the state. (We would be delighted to receive any additional information on your program that you wish to send.)

____

____

____

☞ ***NOTE***

a. We are currently developing a national directory of foreign language programs *that start before grade 7.* Would you like to be included? (If yes, we will be contacting you for more information.)

1 ☐ Yes 2 ☐ No (59)

b. If you would like a pamphlet about effective foreign language instruction, please mark here. .... ☐ 1 (60)

c. If you would like a copy of the survey results, please mark here. .... ☐ 1 (61)

Card 04 (79-80)

PLEASE RETURN THE SURVEY BY OCTOBER 30, 1996
IN THE ENCLOSED POSTAGE-PAID ENVELOPE.

Thank you very much for answering this survey!

National K-12 Foreign Language Survey
Center for Applied Linguistics
1118 22nd Street, NW
Washington, DC 20037
Tel. (202) 429-9292 • Fax (202) 659-5641
E-mail: survey@cal.org

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1987 SECONDARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE, p. 1

OMB 18500591
Form expires December 1986

SECONDARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE

TO: Foreign Language Chairperson or Teacher

This questionnaire is about foreign language instruction in your school. Please take a few minutes to complete it and return it to us in the postage paid envelope provided. Your cooperation is very much appreciated.

(Open 12 - 15)

1. Does your school teach foreign language(s)? YES ☐ 1 → Skip to question 3 NO ☐ 2 (16)

2. If not, would you be interested in having foreign language instruction at your school?

YES ☐ 1 NO ☐ 2 (17)

3. What grades does your school include? (check one answer)

7-8	☐ 1	9-12	☐ 4	(18)
7-9	☐ 2	10-12	☐ 5	
7-12	☐ 3	Other (specify) ____________	☐ 6	

4. Approximately how many students attend your school? (check one answer)

Fewer than 100	☐ 1	1,000 to 1999	☐ 4	(19)
100 to 499	☐ 2	2,000 or more	☐ 5	
500 to 999	☐ 3			

NOTE: IF YOUR SCHOOL DOES NOT TEACH FOREIGN LANGUAGE(S), YOU DO NOT NEED TO COMPLETE ANY MORE OF THE SURVEY. PLEASE MAIL IT BACK TO US IN THE ENCLOSED STAMPED ENVELOPE.

5. Approximately what percentage of the students in your school are enrolled in foreign language classes? (check one answer)

Less than 25%	☐ 1	50% - 74%	☐ 3	(20)
25% - 49%	☐ 2	75% - 100%	☐ 4	

6. In the chart below, check each language taught at your school and write in the levels offered (possible number of years to study a given language) and the average number of hours per week spent in the foreign language class.

Example:

LANGUAGE		LEVELS OFFERED	HOURS PER WEEK
Chinese	☒ →	1 - 3	5

LANGUAGES		LEVELS OFFERED	HOURS PER WEEK	
Chinese	☐ 1 →	________	________	(23-26)
French	☐ 2 →	________	________	(27-30)
German	☐ 3 →	________	________	(31-34)
Hebrew	☐ 4 →	________	________	(35-38)
Italian	☐ 5 →	________	________	(39-42)
Japanese	☐ 6 →	________	________	(43-46)
Latin	☐ 7 →	________	________	(47-50)
Russian	☐ 8 →	________	________	(51-54)
Sign Language	☐ 9 →	________	________	(55-58)
Spanish	☐ 0 →	________	________	(59-62)
Other (specify)				
____________	☐ X →	________	________	(63-66)
____________	☐ R →	________	________	(67-70)
____________	☐ -1 →	________	________	(71-74)
	(21-22)			(Open 75-78)

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1987 SECONDARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE, p. 2

2

7. What type of foreign language classes are offered at your school? (check all that apply) (Dup 1-15)

Standard (listening, speaking, reading, writing)	☐ 1	(16-17)
Exploratory type (general exposure to one or more languages and cultures)	☐ 2	
Literature only	☐ 3	
Conversation only	☐ 4	
Advanced Placement (for college credit)	☐ 5	
Honors/Accelerated (other than Advanced Placement)	☐ 6	
Language for native speakers (e.g., Spanish for Spanish-Speakers)	☐ 7	
Regular subjects (e.g., history, math, science) taught in the foreign language (specify language and subject) ________	☐ 8	
Other (specify) ________	☐ 9	

8. Please check off approximately how many of your foreign language teachers are: (check one answer for each line)

	NONE	SOME	MOST	ALL	
Native speakers of language being taught	☐ 1	☐ 2	☐ 3	☐ 4	(18)
Certified for foreign language teaching at the secondary school level	☐ 1	☐ 2	☐ 3	☐ 4	(19)
Certified for secondary school teaching but not specifically for foreign language teaching	☐ 1	☐ 2	☐ 3	☐ 4	(20)
Not certified at all	☐ 1	☐ 2	☐ 3	☐ 4	(21)

9. To what extent does the typical language teacher in your school use the foreign language in the classroom?

Less than 50% of the time	☐ 1	
50 - 74% of the time	☐ 2	(22)
75 - 100% of the time	☐ 3	

10. Is there an established foreign language curriculum or set of guidelines for your program?
YES ☐ 1 NO ☐ 2 (23)

11. What type of instructional materials are used? (check all that apply)

Commercially published textbooks/workbooks (list titles and publishers; attach separate page if needed) ☐ 1 (24-25)

____

____

____

Computer-assisted instructional materials (list names of software programs; attach separate page if needed) ☐ 2

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1987 SECONDARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE, p. 3

11. (cont.)

Films, filmstrips, slides, videotapes, records, audiotapes .... ☐ 3

Commercially made foreign language games (e.g., Lotto, Scrabble, etc.) ☐ 4

Teacher-made materials .... ☐ 5

Other (specify) .... ☐ 6

12. In which of the following activities do some of your students participate? (check all that apply)

Penpal activities .... ☐ 1 (26-27)
Local field trips to foreign language plays, festivals, or cultural events .... ☐ 2
Local, state, or national foreign language contests or awards programs .... ☐ 3
Language camps (weekend retreats, or week or month-long camps) .... ☐ 4
School-sponsored trips to foreign countries during summer or school year .... ☐ 5
Student exchange programs for study abroad .... ☐ 6
None of the above .... ☐ 7
Other (specify) .... ☐ 8

13. What type of sequencing, if any, is planned for language study to continue from elementary through secondary school? (Check one answer that best describes the sequencing for the majority of the students.)

There is no foreign language instruction in elementary schools in our school district .... ☐ 1

Students who have studied a foreign language in the elementary school are placed in Level I foreign language classes along with students who have had no prior contact with the language .... ☐ 2

Students who have studied a foreign language in the elementary school can enroll in a class in junior high/middle school where the course content and objectives are designed specifically to meet their prior level .... ☐ 3 (28)

Students who have studied a foreign language in the elementary school can enroll in more advanced classes in junior high/middle school, but these classes do not necessarily reflect students' prior language level .... ☐ 4

Students who have studied a foreign language in the elementary school can enroll in some subject matter courses taught in the foreign language in grades 7 - 12 .... ☐ 5

Other (specify) .... ☐ 6

14. Have any of the the language teachers at your school participated in staff development or inservice teacher training during the past year?

(29)

YES ☐ 1 → If yes, what kind? (e.g., language training, methodology instruction, student teaching, observing "master teachers," language conferences, workshops, etc.) NO ☐ 2

30
____ ☐
____ ☐
____ ☐
☐
31

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1987 SECONDARY SCHOOL FOREIGN LANGUAGE QUESTIONNAIRE, p. 4

15. What are the major problems you see confronting foreign language instruction in your school? (Check the three most serious problems)

(39-44)

Shortage of funding ☐ 1
Inadequate inservice training ☐ 2
Poorly trained teachers ☐ 3
Not enough teachers ☐ 4
Lack of quality materials ☐ 5
Lack of established curriculum or guidelines ☐ 6
Inadequate sequencing from elementary into secondary school classes ☐ 7
Inadequate sequencing from secondary into college classes ☐ 8

Poor academic counseling ☐ 9
Lack of school support ☐ 0
Lack of community support ☐ X
Inadequate placement tests ☐ R
Inadequate proficiency tests ☐ -1
Unrealistic expectations of public ☐ -2
Other (specify) ☐
________________________ (34-36)

16. Additional comments or information about innovative foreign language programs in your school or elsewhere in the state:

31 42
☐ ☐
☐ ☐
☐ ☐
☐ ☐
☐ ☐
41 46

Please fill in the following information in case follow-up is needed. All of your responses will be kept confidential.

Name: ____________________ School Name: ____________________
Position: ____________________ School Address: ____________________
School Telephone: (____) ________________ ____________________

NOTE: We are currently developing an information network on foreign language programs in each state May we include your name and school?

YES ☐ 1 NO ☐ 2 (47)

Thank you very much for answering this survey **Please return it by December 8, 1986**, in the enclosed stamped envelope. If you would like a copy of the results, please check here ☐ (48)

(Open 49-78)
79 0 2 80

Center for Language Education and Research
Center for Applied Linguistics
1118 22nd Street, NW
Washington, D.C. 20037

(202) 429-9292

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Appendix E—Number of Schools Selected Per State

State	Elementary Schools	Secondary Schools
Alabama	58	57
Alaska	55	51
Arizona	58	56
Arkansas	58	56
California	60	59
Colorado	58	57
Connecticut	58	56
Delaware	50	43
District of Columbia	51	42
Florida	59	58
Georgia	59	58
Hawaii	54	45
Idaho	56	53
Illinois	60	59
Indiana	59	58
Iowa	58	57
Kansas	58	57
Kentucky	58	57
Louisiana	59	57
Maine	57	54
Maryland	59	57
Massachusetts	59	57
Michigan	59	59
Minnesota	59	57
Mississippi	57	56
Missouri	59	58
Montana	57	53
Nebraska	58	55
Nevada	55	49
New Hampshire	56	51
New Jersey	59	58
New Mexico	57	54
New York	60	59
North Carolina	59	58
North Dakota	55	50
Ohio	59	59
Oklahoma	58	58
Oregon	58	56
Pennsylvania	59	59
Rhode Island	54	47
South Carolina	58	56
South Dakota	56	52
Tennessee	59	57
Texas	60	59
Utah	57	54
Vermont	55	46
Virginia	59	58
Washington	59	58
West Virginia	57	55
Wisconsin	59	58
Wyoming	54	48
TOTAL	**2932**	**2797**

= 5729

National Foreign Language Survey

Tests for Statistical Significance

Data from 1987 and 1997 were analyzed for significant increases or decreases over time. Tests for statistical significance, often referred to as a t-test for means and proportions, were conducted by Market Facts, Inc. Tests for statistical significance were calculated using the weighted data with a p value of <.05. The formula for tests of significance takes into account the Design Effect, or DEFF, which is the effect on variance due to disproportionate sampling. The formula used to calculate statistical significance for differences in proportions was:

$$t = \frac{P_1 - P_2}{\sqrt{V\,(P_1 - P_2)}}$$

Where P_1 = Proportion at time 1 (1987)
P_2 = Proportion at time 2 (1997)

$$V\ (P_1 - P_2) = \frac{P_1(1 - P_1)}{n_1}(DEFF_1) + \frac{P_2(1 - P_2)}{n_2}(DEFF_2)$$

Where n_1 = Weighted base size (1987)
n_2 = Weighted base size (1997)
$DEFF = 1 + CV_w^2$
Where CV_w is the coefficient of variation of the weights

The formula to calculate statistical significance for difference in means was:

$$\bar{t} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1}(DEFF_1) + \frac{s_2^2}{n_2}(DEFF_2)}}$$

Elementary Schools

214.4 Mean # of FL students	x	473 # of schools (weighted)	=	101,411 total # of students enrolled in for. lang. in U.S. secondary schools
101,411	x	42.02 multiplier	=	4,261,290 total # of students enrolled in for. lang. in U.S. elementary schools

Origin of 42.02:

1,534	Total respondents (unweighted) to survey
÷ 64,500	Total elementary schools in country (MDR, 1997)
= 2.38%	Percentage of elementary schools represented by this survey
100 ÷ 2.38 = 42.02	Multiplier to obtain national sample equivalent

Public Elementary Schools

244.8 Mean # of FL students	x	270 # of pub. schools (weighted)	=	66,096 # of students enrolled in foreign languages in 270 public elementary schools
66.096	x	42.02 multiplier	=	2,777,354 total # of students nationally enrolled in for. lang. in public elementary schools

Private Elementary Schools

174.4 Mean # of FL students	x	203 # of priv. schools (weighted)	=	35,403 # of students enrolled in for. lang. in 203 private elementary schools
35,403	x	42.02 multiplier	=	1,487,634 total # of students nationally enrolled in for. lang. in private elementary schools

Secondary Schools

377.4 Mean # of FL students	x	1,382 # of schools (weighted)	=	521,567 # of students enrolled in for. lang. in 1,382 schools
521,567	x	23.2 multiplier	=	12,100,354 total # of students enrolled in for. lang. in U.S. secondary schools

Origin of 23.2:

1,650	Total respondents (unweighted) to survey
÷ 38,309	Total secondary schools in country (MDR, 1997)
= 4.31%	Percentage of secondary schools represented by this survey
100 ÷ 4.31 = 23.2	Multiplier to obtain national sample equivalent

Public Secondary Schools

382.5 x 1,193 = 456,323
Mean # of FL students x # of pub. schools (weighted) = # of students enrolled in foreign languages in 1,193 public secondary schools

456,323 x 23.2 = 10,586,693
multiplier = total # of students nationally enrolled in for. lang. in public secondary schools

Private Secondary Schools

346.5 x 188 = 65,142
Mean # of FL students x # of priv. schools (weighted) = # of students enrolled in for. lang. in 188 private secondary schools

65,142 x 23.2 = 1,511,294
multiplier = total # of students nationally enrolled in for. lang. in private secondary schools

Middle School–Junior High/Senior High/Combined Schools

The same procedure was used for obtaining the middle school–junior high/senior high/combined comparisons. The total number of weighted schools used in the calculation is slightly different from the total for the secondary schools above because this data is based on the total number of respondents who answered the question concerning the grade levels in their school.

The calculations are as follows:
# of weighted schools: 1,377
376.2 x 1,377 = 518,027
518,027 x 23.26 = 12,049,308

Origin of 23.26
1,645 ÷ 38,309 = 4.3%

Middle school–junior high schools
298 x 439 = 130,822
130,822 x 23.26 = 3,042,920

Senior high schools
475.2 x 655 = 311,256
311,256 x 23.26 = 7,239,815

Combined schools
274 x 266 = 72,884
72,884 x 23.26 = 1,695,282

Appendix H—Formula for Obtaining Percentages of Students Enrolled in Language Classes at a Given Time

Elementary

214.4 Mean # of students studying FL (weighted)
÷ 406.2 Mean # of students in all responding schools (weighted)
= 53% Approximate % of students at any given time enrolled in foreign language classes in a school

Public 244.8 ÷ 465.7 = 53%
Private 174.4 ÷ 235.5 = 74%

Secondary

377.4 Mean # of students studying FL (weighted)
÷ 716 Mean # of students in all responding schools (weighted)
= 53% Approximate % of students at any given time renrolled in foreign language classes in a school

Public 382 ÷ 756 = 51%
Private 346.5 ÷ 445.7 = 78%

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Nancy C. Rhodes and Lucinda E. Branaman

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